TENTH

ANNUAL CATALOGUE

AND

ANNOUNCEMENT

OF

AGNES SCOTT INSTITUTE,

DECATUR, GEORGIA.

1898-99.

ATLANTA, GA.
The Franklin Printing and Publishing Co.
1899.

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/tenthannual18981899agne

AGNES SCOTT INSTITUTE.

BOARD OF TRUSTEES.

GEORGE W. SCOTT, - - -	Decatur
F. H. GAINES, - - - -	Decatur
CHARLES MURPHY CANDLER, -	Decatur
JAMES G. PATTON, - - -	Decatur
THERON H. RICE, - - -	Atlanta
GEORGE B. SCOTT, - - -	Decatur
MILTON A. CANDLER, - -	Decatur
S. M. INMAN, - - - -	New York

ORGANIZATION OF BOARD.

PRESIDENT, - - - - -	GEO. W. SCOTT.
VICE-PRESIDENT, - - - -	JAS. G. PATTON.
SECRETARY, - - - - -	F. H. GAINES.

OFFICERS OF GOVERNMENT AND INSTRUCTION.

F. H. GAINES, D.D., President,

BIBLE COURSE.

MISS NANNETTE HOPKINS, Lady Principal,

MATHEMATICS.

MISS M. LULA McKINNEY,

ENGLISH LANGUAGE AND LITERATURE.

MISS NANNIE R. MASSIE,

FRENCH AND HISTORY.

MISS MARY D. SHEPPARD,

PHILOSOPHY, PEDAGOGY AND GERMAN.

H. B. ARBUCKLE, A.M., PH.D. (Johns Hopkins),

PHYSICAL AND BIOLOGICAL SCIENCES.

MISS MAUD MORROW, A.B. (Univ. Miss.),

LATIN AND GREEK.

MISS ANNA I. YOUNG,

ASSISTANT IN MATHEMATICS.

PREPARATORY DEPARTMENT.

Miss LIBBIE A. ALBY,

MATHEMATICS.

Miss MATTIE E. COOK,

HISTORY AND GEOGRAPHY.

Miss M. MELSON, A.B. (Univ. Nashville),

ENGLISH AND PHYSICAL CULTURE.

Miss MARY J. BARNETT,

PRIMARY DEPARTMENT.

Miss SHATTEEN MITCHELL,

ELOCUTION.

Miss LUCILE ALEXANDER,

ASSISTANT IN CHEMISTRY AND BIOLOGY.

Officers and Instructors.

SCHOOL OF MUSIC.

JOSEPH MACLEAN, Director,

PIANO, THEORY, AND MUSICAL HISTORY.

THEODORE SAUL,

PIANO AND ORGAN.

Miss EDITH LESTER,

PIANO AND HARMONY.

Miss ALICE M. McILVAINE,

VOICE CULTURE AND SIGHT-READING.

Miss ANNA E. HUNT,

VIOLIN.

Miss MARY FRANK MORROW,

SUPERINTENDENT OF PRACTICE.

SCHOOL OF ART.

MISS EMMA G. BUCK,

PAINTING AND DRAWING.

W. S. KENDRICK, M.D.,

PHYSICIAN TO INSTITUTE.

MISS MARY APPLEYARD,

(Trained Nurse.)

INTENDANT OF INFIRMARY.

MISS REBECCA SMITH.

MATRON.

MISS ANNA I. YOUNG,

LIBRARIAN.

MISS ANNIE GASH,

ASSISTANT LIBRARIAN.

Calendar.

1899-00.

FALL TERM.

September 6th, 1899, to January 17th, 1900.

CHRISTMAS HOLIDAYS.

Begin December 22d; end January 1st, 1900.

SPRING TERM.

January 18th to May 30th, 1900.

COMMENCEMENT SERMON.

Sunday, May 27th, 1900.

COMMENCEMENT DAY.

Wednesday, May 30th, 1900.

Agnes Scott Institute.

HISTORICAL.

THE Agnes Scott Institute began its career in a rented building, September, 1889, under the auspices of the Decatur Presbyterian Church. The following spring Col. George W. Scott, an elder of the church, generously proposed to give $40,000 to provide a permanent home for the institution. The Board of Trustees at once gratefully accepted this offer. Col. Scott immediately had plans drawn for a commodious brick building 192 x 54 feet, four stories high above basement, of imposing and beautiful architecture, to be heated by steam and lighted by electricity, and to be specially adapted to school purposes. He then purchased an admirably located lot containing five and one-half acres, and personally superintended the execution of his plans for the building. When completed he furnished it throughout in the best manner. His books showed that instead of $40,000.00, the sum he had at first proposed to give, he had expended $112,500.00. In the fall of 1891 Col. Scott delivered to the Board of Trustees deeds for this splendid property, and it was dedicated to the cause of the Christian education of young women, in the presence of the Synod of Georgia. In recognition of his great gift the Board of Trustees gave the institution the name of Col. Scott's sainted mother, Agnes Scott. Since his original gift he has added, at his individual expense, a steam laundry, a pump-house with engine and

other improvements, making in all an investment in permanent improvements of about $120,000.00.

OBJECT OF THE INSTITUTE.

Its great object from the very first has been, The glory of God in the higher Christian Education of young women. The founders of the institution believe that God in His Word has assigned to woman a sphere, and given to her a work of inexpressible importance to the welfare of church and state. They also believe that to fit woman for the greatest efficiency in her God-given sphere and work, she needs the very best education—an education which carefully guards and promotes her physical development; which gives thorough mental training and furnishing; which gives that refinement and those accomplishments which adorn womanhood; and which, *above all*, forms and develops the highest type of character.

HOW IT IS PROPOSED TO ACCOMPLISH THIS OBJECT:

1. *By having a liberal curriculum.*

2. *By making the Bible Course a part of the curriculum.* It is confidently believed that the Bible is essential to the *higher* education, and *indispensable* to the formation and development of the highest type of character.

3. *By offering optional courses of study.* Recognizing the fact that minds, tastes and future plans differ, the Institute offers two Courses, Classical-Scientific and Literary, with electives to suit all.

4. *By having the best teachers.* The Board of Trustees have endeavored to secure teachers who

possess the highest qualifications for teaching; who have had a successful experience in their profession; who possess the highest type of character; who are in full sympathy with the objects and plans of the school, and who will do all they can *in* and *out of* the class-room to insure the largest success of the institution.

5. *By maintaining a high standard of scholarship.* The Institute endeavors to do honest, thorough work. No student will be promoted from one class to another, much less graduated, who does not come up to the prescribed standard.

6. *By making the Institute a delightful Christian home*, and filling it with refining, elevating and edifying influences.

While the above are the *means* by which the authorities of the Institute seek to accomplish the great object they have in view, yet the fact is distinctly recognized that after all they are only *means*, and that success must come from God. As in the past, so in the future, they will earnestly plan and labor in humble reliance upon Him.

ADMISSION TO THE COLLEGIATE DEPARTMENT.

Candidates for the Freshman Class will be required to take examinations on the following subjects:

Mathematics.

(*a*) *Arithmetic.*—Fundamental Rules, Common and Decimal Fractions, Compound Numbers, Percentage, the Metric System, Square and Cube Root.

(*b*) *Algebra.*—Least Common Multiple, Greatest Common Divisor, Factors, Fractions, Equations of First Degree, Involution and Evolution.

Agnes Scott Institute.

English.

(*a*) *Grammar.*—Including Analysis of Sentences.

(*b*) *Rhetoric.*—Lockwood's Lessons in English, or an equivalent.

(*c*) *Composition.*—Of not less than thirty lines, the subject to be assigned at the time of examination. This must be correct in spelling, punctuation, use of capitals, and grammatical form.

Latin.

Tuell & Fowler's First Book in Latin, or its equivalent, with some additional reading, preparatory to beginning Cæsar. The student must be familiar with the grammatical forms of the language, and with the principal rules of Syntax, and be able to translate from Latin into English, and from English into Latin. Latin will not be required of a pupil who elects a course of study which does not include that language.

History.

Field's History of the United States, or an equivalent.

Science.

Physical Geography and Physiology.

ADVANCED CLASSES.

Candidates for the higher classes will be examined on the subjects previously studied by the class which they propose to enter.

SPECIAL STUDENTS.

Special students are permitted to elect any study for which they give evidence of sufficient preparation.

COLLEGIATE DEPARTMENT.

This department is distributed into the following Schools, each constituting a complete course in the subject taught:

1. School of English.
2. School of Mathematics.
3. School of Physical and Biological Science.
4. School of the Bible.
5. School of History.
6. School of Philosophy.
7. School of Ancient Languages.
8. School of Modern Languages.

ENGLISH LANGUAGE AND LITERATURE.

Miss McKinney.

The aim of the English course is twofold, viz.: to train pupils to write not only correctly, but also clearly and impressively; and to create in them a desire to read and to know what is best in literature.

To gain the desired result in the former, pupils are taught the principles which govern clear and correct writing, and are frequently called upon to put these principles into practice in essays upon given subjects.

Course of Instruction.

As the first step toward gaining the object of the Literature course, the student is required to study carefully the works of such authors as will interest and give insight into the times of which they are representative. These masterpieces are carefully discussed in class. As a second step toward this object, at the end of each session a course of instructive and pleasant reading, outside of regular class work, is assigned to each class, to be reported upon by the end of the following session.

As no English course is well rounded without some knowledge of the history of the Language and of Old English, these subjects have been introduced into the course.

First Year.

(Three Hours a Week.)

1. *Rhetoric.*—Genung's Outlines of Rhetoric. Mastery of Materials, including the chapters on Diction, Phraseology, and Special Objects in Style. Much written work required.

Literature.—Selections from the works of Irving, Scott, Keats, Tennyson and Lanier.

Essay Work.—Six formal essays, subjects assigned; weekly themes.

Second Year.

(Three Hours a Week.)

2. *Rhetoric.*—Genung's Outlines of Rhetoric. Organization of Materials, including the chapters on the Sentence, the Paragraph and the Whole Composition. Some essay studied with reference to sentence and paragraph structure. Exercises in narration and description and other written work.

Literature.—Careful study of the Prologue and the Knight's Tale; Faerie Queene, Book I.; three of Shakespeare's plays, Hamlet, King Lear, Macbeth; Edward II.; Paradise Lost, Books I. and II.; Lycidas and Comus, L'Allegro and Il Penseroso.

Essay Work.—Five formal essays; weekly themes; book reviewing.

Third Year.

(Three Hours a Week.)

3. *History of the English Language.*—O. F. Emerson.

Literature.—Selections from Lamb, Burke, De Quincey, Carlyle, Coleridge, Newman and Arnold. The work of this year is devoted to the study of English prose style.

Essay Work.—Five formal essays; book reviewing; exposition; argumentation; weekly themes.

Fourth Year.

(Two Hours a Week.)

4. (*a*)—History of English Literature; library work.

(*b*)—Anglo-Saxon; Bright's Anglo-Saxon Grammar and Reader.

(*c*)—Selections from the poetry of Wordsworth, Coleridge, Robert Browning and Shelley.

For a *certificate* in this school all of the work is required; for graduation years 1, 2, and 3, and any *one* of the studies in the fourth year.

Course of Instruction.

REQUIRED READING FOR 1899-1900.

First Year.

Goldsmith's *The Vicar of Wakefield.*
Johnson's *Rasselas.*
George Eliot's *Silas Marner.*
Dickens's *Tale of Two Cities.*
Wallace's *Ben Hur.*
Goldsmith's *The Traveller* and *The Deserted Village.*

Second Year.

Shakespere's *The Merchant of Venice*, *Coriolanus*, *A Midsummer Night's Dream.*
Marlowe's *The Jew of Malta.*
Beaumont & Fletcher's *Philaster.*
Dowden's *Shakespere; His Mind and Art.*
George Eliot's *Romola* and *Daniel Deronda.*
Blackmore's *Lorna Doon.*
Hawthorne's *The Marble Faun.*

Third Year.

Defoe's *History of the Plague in London.*
DeQuincey's *The Flight of the Tartar Tribe* and *The Opium Eater.*
Southey's *Life of Nelson.*
Mrs. Browning's *Aurora Leigh.*
Addison & Steele's *The De Coverley Papers.*
Carlyle's *The Diamond Necklace*, and *Essay on Burns.*
Pope's Iliad, Books I., VI., XXII., and XXIV.
George Eliot's *Felix Holt.*
Thackeray's *Vanity Fair*, or *The Newcomes.*

Fourth Year.

Life of Wordsworth, Life of Coleridge, Life of Shelley—(English Men of Letters Series.)

Life of Browning—(Sharp.)

Mrs. Browning, George Eliot—(Famous Women Series.)

Studies in Literature—(Dowden.)

SCHOOL OF MATHEMATICS.

Miss Hopkins.

Miss Young.

The aim of this department is to cultivate habits of clear and exact reasoning.

Pupils are required to be self-reliant and independent in their work.

First Year.

(Five Hours a Week.)

Algebra: Involution and Evolution, Radicals, Quadratic Equations, Ratio and Proportion, Arithmetical and Geometrical Progressions; about two books of Geometry, with numerous exercises for original solution. It is found necessary to emphasize the fact that the preparation *essential* for this course is a good knowledge of Arithmetic and of Algebra to Involution, special stress being laid on factoring.

The text-books used are Hall's Algebra and Wentworth's Geometry.

Course of Instruction.

Second Year.

(Four Hours a Week.)

Geometry, Plane and Solid. The working of original exercises forms a very important part of this course.

Text-books: Wentworth's Geometry supplemented by Phillips' and Fisher's Elements of Geometry.

Third Year.

(Four Hours a Week.)

Plane and Spherical Trigonometry, followed by a course in Higher Algebra, embracing the subjects of Variation, Permutations and Combinations, Undetermined Coefficients, Binomial Theorem, Summation of Infinite Series, Exponential Equations, Exponential Theorem.

A good training in the original solution of Geometrical problems is a necessary preparation for this course.

Text-books: Wells's University Algebra, Wentworth's Trigonometry.

Fourth Year.

(Four Hours a Week.)

Analytic Geometry.

Text-book: Wentworth.

Fifth Year.

(Four Hours a Week.)

Differential Calculus.

Text-book to be announced later.

SCHOOL OF PHYSICAL AND BIOLOGICAL SCIENCES.

H. B. Arbuckle.

A.—Chemistry.

1. INORGANIC CHEMISTRY.—This course consists of lectures, recitations, and laboratory work in inorganic chemistry, using Remsen's Inorganic Chemistry (briefer course) as basis of the work. Laboratory work is essential. No student who is not faithful and persevering in this branch of the work will be allowed to pass. Many experiments will serve as class demonstrations, but all except the most difficult ones must be repeated by the students in the laboratory. From time to time students will be called upon to execute certain experiments before the class, under the direction of the instructor.

Monthly lectures will be given on industrial chemistry, which are designed to explain the principles of many important manufacturing processes, such as glass-making, rubber manufacture, pottery, tanning, dyeing, bleaching, etc.

A brief course of lectures on the simpler compounds of carbon of the aliphatic and the aromatic series will close this year's work.

This course is designed to give that general knowledge of chemical facts and phenomena that is the prerequisite of a liberal education and to cultivate correct habits of observation and manipulation.

Course of Instruction.

Recitations, three hours per week throughout the year; laboratory work, two hours per week.

Text-books—Remsen's Briefer Course in Inorganic Chemistry and Remsen's Organic Chemistry.

Books of Reference—Mendeléeff's Principles of Chemistry and Remsen's Inorganic Chemistry.

2. (*a*) ORGANIC CHEMISTRY.—This class meets twice a week throughout the year for a more extended study of the compounds of carbon, and regular hours of laboratory work will be required of the students taking this course.

Text-book—Remsen's Organic Chemistry.

(*b*) QUALITATIVE ANALYSIS.—This course offers students the opportunity of acquiring a practical knowledge of qualitative analysis. It is essentially a laboratory course, seven hours per week being required in the laboratory. This class recites once a week.

Text-book—Odling's Practical Chemistry.

3. (*a*) QUANTITATIVE ANALYSIS.—The most common methods of gravimetric and volumetric analysis are studied in this course, and the students will be drilled by the many practical analyses which will be required. This year's work will be given only to those students who have chosen the special chemistry course. Laboratory work, seven hours a week.

Text-book—Cairn's Quantitative Analysis.

(*b*) ORGANIC PREPARATIONS.—A general course in organic preparations is offered during the latter portion of the last year to the students taking the

special chemistry course. The work will be selected from the books of Levy and Gattermann on Organic Preparations.

B.—Physics.

There are two courses offered in Physics.

1. INTRODUCTORY PHYSICS.—This class recites three hours a week and meets in the laboratory once a week. This course is elementary, and designed to present the simpler laws and principles of Mechanics, Heat, Sound, Light and Electricity.

Text-book—Gage's Elements of Physics.

2. GENERAL PHYSICS.—This is a more extended course, embracing a general study of Mechanics, Sound, Heat, Light, and Electricity, and the solution of a large number of problems under each of the branches named. The lectures and recitations will be enforced by numerous demonstrations, and regular time will be provided for in the laboratory.

The laboratory is being equipped year by year with the necessary apparatus. During this year several very valuable pieces of apparatus have been added. Recitations three hours per week.

Text-book—Avery's Principles of Physics.

Books of Reference—Barker's Physics and Ganot's Physics.

C.—Biology.

The Biological department is provided with very fine compound microscopes, dissecting implements, and sectioning and staining apparatus, and the students are thus enabled to do a large amount of practical work. There are three courses offered in this department.

Course of Instruction.

1. General Biology. — This is a practical course, which includes a study of animal morphology and physiology—Zoology; and a study of vegetable morphology and physiology—Botany.

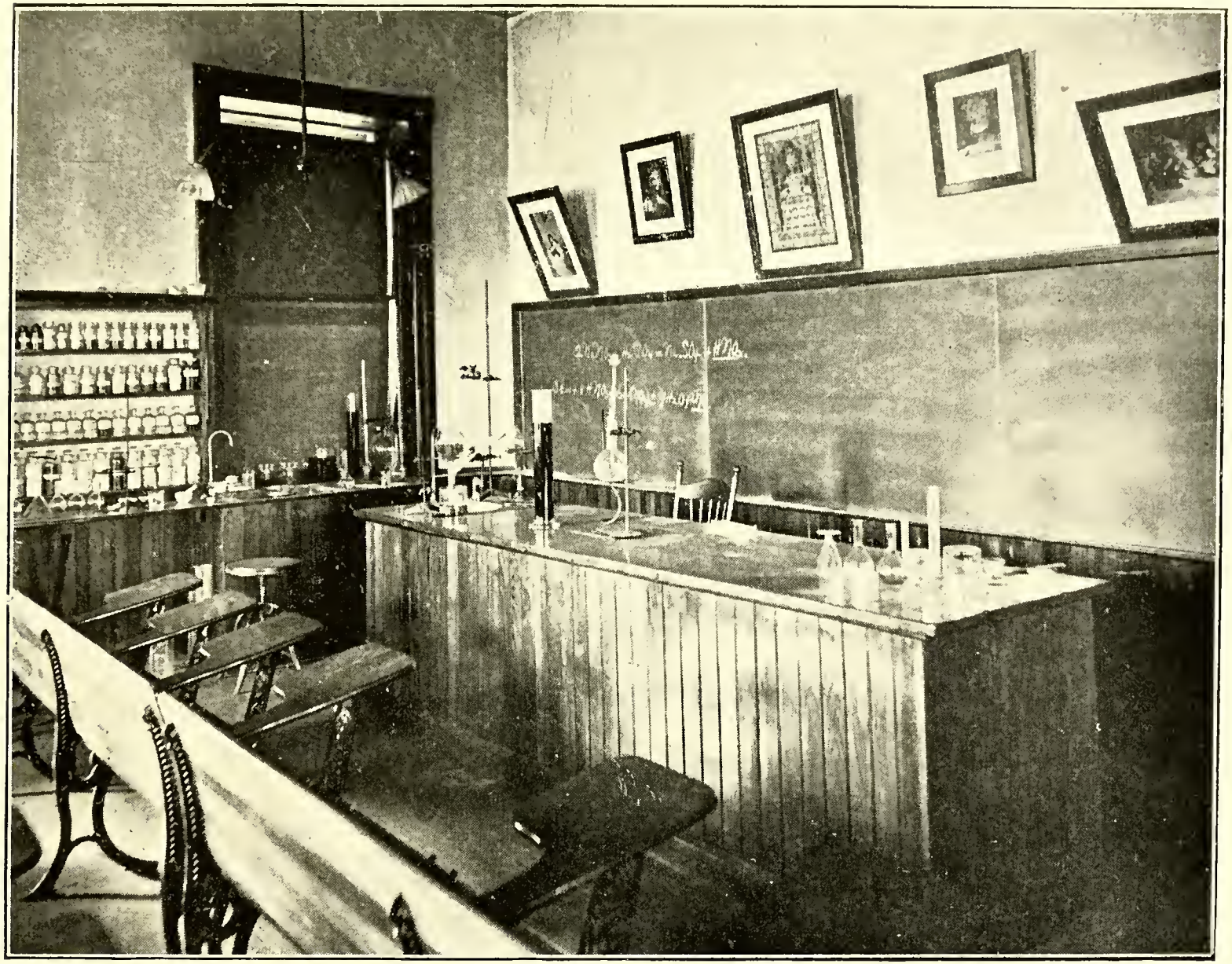
This course will be elementary, and founded on selected portions of Davis's text-book of Biology. In connection with the lectures and recitations a regular course of laboratory work will be maintained, in which the lower forms of life, such as the amœba, the hydra, the yeast plant, moulds, etc., will be studied under the microscope, and higher forms, such as the oyster, the crayfish, the frog, the chicken, etc., will be dissected. The object of this course is to give the students a knowledge of the most important phenomena of animal and plant life.

During a part of the second term an elementary course in the botany of flowering plants is given. The various parts of a plant, such as seeds, roots, stem, leaves, etc., are studied, and this is followed by an examination and classification of the ordinary native plants of the vicinity. This course comprises two hours a week of laboratory work, and so much of field work as circumstances will allow.

This class will recite three times a week.

Text-books — Needham's Lessons in Zoology, Davis's Biology—Part 1, and Gray's School and Field Botany and Manual.

2. Structural Botany.—Microscopic methods are studied more in detail. Sectioning, staining, and mounting of slides are put to practical use in the study of the structure and relations of the different organs and parts of the plant. Recitations two hours a week.



SECTION OF LABORATORY.

Text-book—Strasburger's Practical Botany.

3. ANIMAL PHYSIOLOGY.—This course is designed to give the student a thorough knowledge of the functions of life as demonstrated in man and the higher animals. It is largely an experimental course in physiology, and so the student will carry out many of the studies in the laboratory. In connection with the work the dissection of a mammal will be required. This class meets four times a week.

Text-book—Martin's Human Body.

Books of Reference—Foster and Howell.

D.—Geology.

1. (*a*) Mineralogy and Crystallography are studied from a practical standpoint, resort being had to proviously acquired chemical knowledge for identification of minerals; (*b*) Petrography will embrace a study of the origin, physical properties, distribution and classification of rock structures; (*c*) Dynamical and Structural Geology will explain the forces which have been at work and are now at work in determining the form and structure of the earth; (*d*) Historical Geology and Paleontology will be included in the course, and application will be made of knowledge acquired in Zoology and Botany to the interpretation of the animal and plant life represented in the fossil remains of the geological ages of the earth's history.

This class recites three hours a week.

Text-book—LeConte's Geology.

Book of Reference—Dana's Mineralogy and Geikie's Geology.

Through the kindness and generosity of Mr. N. P. Pratt, Dr. D. A. Shumate, Geo. W. Scott and others, a mineralogical cabinet of over 300 choice specimens has been recently added to this department, which will be of great value to the geological students.

E.—Astronomy.

This course in Astronomy is based on Young's General Astronomy. A knowledge of Trigonometry and Analytical Geometry is necessary.

Though denied the use of the large and refined instruments now at the command of wealthy institutions, photographs and stereopticon views of the instruments now in use in the Yerkes and Lick observatories will be presented and their working described. The Institute has a small telescope, which will add much interest to these studies.

Text-book—Young's General Astronomy.

Reference—Newcombe & Holden.

SCHOOL OF THE BIBLE.

Dr. Gaines.

This is a three years' course, beginning with Sophomore year. It forms a necessary part of the graduate courses.

Objects.

1. To give a clear knowledge of Biblical History. The facts of this history not only form the basis of our religion, but have determined the history of the race, and especially of Christendom.

2. To give in some measure an adequate view of the *value* of the Bible. While the Bible is theoretically considered the greatest book in existence, yet comparatively few have a true appreciation of the ground of this claim.

3. To teach *how* to study the Bible. Much Bible reading and even Bible *study* is unsatisfactory for the lack of the best method of study.

How the Course Is Taught.

1. The Bible itself is the main text-book; other books are used only as guides or helps.

2. The Bible is taught *systematically*, *i. e.*, according to *a plan*. The plan used is to divide each Testament into periods according to the epoch in the history, and to study these periods in order.

3. The Bible is taught *analytically*. Each period is carefully analyzed and the material orderly arranged. Then, as time permits, books and chapters are analyzed.

4. The Bible is taught in the *light of Biblical Geography*. The location of an event not only makes it more real and helps to fix it in the mind, but often enables us to understand it. The latest Biblical Geography and the best wall maps are used.

5. The Bible is always taught as the inspired word of God.

The course is arranged as follows:

First Year.

(Two Hours a Week.)

1. From the Creation to the Kingdom; Text-books: The Bible; Bible Course: Outline and

Notes (Gaines); Manual of Biblical Geography (Hurlbut).

Second Year.

(Two Hours a Week.)

2. From the Kingdom to End of Old Testament; same text-books continued.

Third Year.

(Two Hours a Week.)

3. The New Testament; same text-books continued, with the following additional: Harmony of the Gospel (Broadus); Evidences of Christianity (Alexander).

Each student should be supplied with a good copy of the Revised Version.

All students who do not take the regular Bible course are required to recite one lesson a week either in the Story of the Bible (Foster), Studies in the Four Gospels (Hurlbut), or Blaikie's Bible History.

SCHOOL OF HISTORY.

Miss Massie.

(Two Hours a Week.)

In this department effort is made to arouse in the pupil enthusiasm and love for the study of History, and to teach the best methods of pursuing it, not only for its own sake, but also as an essential to the intelligent pursuit of other branches. The course for the first two years is carried on by means of recitations, topical work, both written and oral,

maps, chronological tables and outlines. In the third year, in addition to the above, parallel reading is assigned and essays required at intervals.

A reading-room, well supplied with the best periodicals, enables the pupils to prepare themselves for a weekly discussion of topics of the day and matters of general information.

First Year.

1. The history of the Eastern Empires, and of Greece and Rome, Sheldon's General History, part I.

(*a*) The civilization of the ancient East and its contribution to Greece; the influence upon Greece of its physical geography; Greek political history to the Roman conquest; the characteristics of Greek civilization; origin and development of the Greek drama; several plays of Æschylus and of Sophocles read.

(*b*) The history of Rome to the fall of the Empire in the West; the physical advantages of Italy; the growth of the constitution; the rise of the Plebeians; the internal weaknesses of the latter days of the Republic and of the Empire; the spread of Christianity; the barbarian invasions.

Mythology by topical study.

Reference books: Plutarch's lives, Mahaffey's Social Life in Greece, Wilkins' Roman Antiquities, Creasy's Fifteen Battles, Bulfinch's Mythology and standard historians.

Second Year.

2. Myers' Mediæval and Modern History.

The settlement of the Teutonic Peoples, the growth of the Christian Church, the Feudal sys-

tem, the Crusades, the Rise of the Free Cities, the Renaissance, the Reformation, are the leading topics.

Reference books: The Epoch series of histories, Guizot's History of Civilization, Froude's Studies.

Third Year.

3. Myers' Mediæval and Modern History.

The rise of the modern kingdoms, the French Revolution, the rise of the German Empire, united Italy, are subjects of special study.

Reference books the same as for the above course.

Fourth Year.

4. (*a*) Montgomery's Leading Facts of French History.

The History of France from the earliest times to the French Revolution; readings from Guizot's History of France and History of Civilization; studies from the works of St. Amand; Stephen's Lectures on the History of France.

(*b*) Montgomery's Leading Facts of English History.

The Physical Geography of England, the Puritan Revolution, the development of the English Constitution and the History of the Nineteenth Century are the leading topics of study.

Reference books: Green's Short History of the English People; Macaulay's Essays and History; McCarthy's History of Our Times.

(*c*) One lesson a week in Civil Government in the United States.

History of the United States reviewed.

Pupils who have not taken the History course in the Preparatory Department of this institution are required to pass an examination on some elementary History of England in order to enter this class.

SCHOOL OF PHILOSOPHY.

This school includes Psychology, Logic, Ethics and Pedagogy. The First and Second years are necessary to graduation in either Classical-Scientific or Literary course. Pedagogy is elective and is designed especially for those who desire to make teaching a profession. While it is not claimed that this subject as taught here will always make fine teachers, yet it is believed that it will give true ideas and inculcate the great principles underlying the science of teaching.

First Year.

(Two Hours a Week.)

1. *Psychology.*—This course is not taken up until the Junior year. Besides recitations from the text-books, collateral reading, class discussions, and lectures are employed. The great object of the course is to give a thorough grounding in a sound psychology, and to enable the student to reason clearly and correctly.

Text-books.—Hopkins, with references to Compayre, Dewey, Porter, Dabney and others.

Logic.—Poland, with references to Jevon-Hill, Bowen, Davis and others.

Course of Instruction.

Second Year.

(Two Hours a Week.)

2. *Ethics.*—The first part of the year is devoted to the study of Theoretical Ethics as treating of the Sensibilities, the Will, and Theories of the Ethical Sentiments. The second part of the Course considers Applied Ethics in which the First Principles of Social Ethics are discussed and their connection with the Individual, the Family, the State, with Property, with Special Relations and Relations to God.

Text-Books.—Dabney's Practical Philosophy, and Hopkins' Law of Love and Love as a Law. References are made to Jouffroy, Dewey and others. Written exercises, including essays, reviews and critical comparisons, are required throughout the year.

Pedagogy.—The most recent works on Education are consulted as well as the writings of Locke, Rousseau, Pestalozzi, Froebel, Page, Payne, Compayre, Richter, Spencer, Goethe, Plato, and many others.

Able lecturers engaged in educational work address the students from time to time, and the classes of the Institute and of the Atlanta Public Schools are cordially open for observation work.

First Year.

(Three Hours a Week.)

1. Theory and Practice; Methods; Forms of Desire; Will; Aim of Education; Moral Strength of Character; Observation Work; Lectures on Pedagogy.

Second Year.

(~~Five~~ Three Hours a Week.)

2. Outlines of Educational Doctrine; History of Education; School Requisites; School Organization; School Ethics; School Government; Many-sidedness of Interest; The Doctrine of Apperception, Its Application to Pedagogy; The Teacher; Methods; Observation Work; Lectures.

SCHOOL OF ANCIENT LANGUAGES.

LATIN.

Miss Morrow.

The first two years are given largely to the study of forms and syntax and to their practical application in translation and in prose composition. Sight-reading and writing are insisted on, as this gives a facility hard to acquire otherwise. Frequent abstracts of translated passages are made, and the geography and history of the text studied. During the last two years of the course less time is given to form and syntactical work and more to the spirit and style of the writers. The translations are not so literal as in the early part of the course, though the use of good English is, of course, required in all the classes.

The Roman pronunciation is used. Students in this department are required to take the course in Roman History and Mythology given in the school of History.

Course of Instruction.

The applicant for entrance must know thoroughly Collar and Daniell's, or Tuell and Fowler's First Latin Book, or an equivalent, and must have done some reading preparatory to beginning Cæsar.

First Year.

(Four Hours a Week.)

Text-books: Allen and Greenough's Latin Grammar (used through the whole course); Cæsar I.–IV.; Viri Romæ for sight-reading; Church's Story of the Old World; parallel reading; Daniell's New Latin Prose Composition.

Forms are reviewed and syntax is studied regularly in the Grammar, and applied in daily blackboard work and in weekly written exercises in prose composition.

Second Year.

(Four Hours a Week.)

Text-books: Cicero, Selected Orations, Vergil's Æneid, Books I.–IV.; Daniell's New Latin Prose Composition; parallel reading, Church's Roman Life in the Days of Cicero.

The prosody of the Æneid is studied, some papers on assigned subjects, sight-reading from easy passages and some sight exercises are required.

Third Year.

(Three Hours a Week.)

Text-books: Horace, Selections; Ovid, Selections; Letters of Pliny, Junior, selected for sight-reading; Last Days of Pompeii, parallel reading; Daniell's Composition.

The study of meter is continued in connection with the poems of Horace and of Ovid. Some sight exercises are required and some written translation with criticism of the author's style, mannerisms, etc. Pupils are encouraged to make metrical translation.

(Two Hours a Week.)

Text-books: Catullus, Propertius and Tibullus, selections.

This class will study carefully Latin lyric and elegiac poetry, noting the poet's personal characteristics, his style, philosophy, mastery of the technique of his art, the influence of his surroundings on him, his influence on the thought of his times, etc.

Fourth Year.

(Three Hours a Week.)

Text-books: Livy, XXI.–XXII.; sight reading, Sallust; Tacitus' Agricola and Germania; sight reading, Cæsar, V.–VI.; Mackail's Roman Literature.

Papers on assigned subjects are required and monthly sight exercises in prose composition.

(Two Hours a Week.)

Text-book: Vergil.

This class will study Vergil from a literary point of view, reading all the Æneid with critical study of it, and also reading largely from the Georgics and the Eclogues. They will endeavor to gain a comprehensive knowledge of the man and of his work and influence.

SCHOOL OF GREEK.

Miss Morrow.

The methods of teaching will in this department be substantially the same as are used in the school of Latin. All pupils in Greek will be required to study Grecian history and mythology as given in the School of History.

First Year.

(Two Hours a Week.)

Text-books: White's First Greek Book, Cebes' Tablet; parallel reading, Hawthorne's Tanglewood Tales and Wonder Book.

Second Year.

(Four Hours a Week.)

Text-books: Goodwin's Grammar (used throughout); Xenophon's Anabasis, I.–III., Goodwin & White; Xenophon's Hellenica, I.–III.; parallel reading, Church's Story of the Iliad and Story of the Odyssey. Sight-reading from the easier passages will be given with prose composition and some easy sight exercises.

Third Year.

(Three Hours a Week.)

Plato's Apology and Crito, Dyer; Thucydides' Fall of Platea and Plague at Athens, from Books II. and III., edited by Sutthery and Graves. First term, Mahaffy's Old Greek Life; second term, Jebb's Literature Primer; parallel reading, Chapman's Homer's Iliad; Greek Prose Composition with sight exercises; sight-reading, John's Gospel.

Fourth Year.

(Three Hours a Week.)

Æschylus, The Seven Against Thebes (Flagg); Sophocles' Antigone (Jebb); Jebb's Classical Greek Poetry; sight-reading, Homer; parallel work, papers on assigned topics, prepared by different pupils and read before the class. During this year Prosody will be studied.

SCHOOL OF MODERN LANGUAGES.

FRENCH.

Miss Massey.

First Year.

(Three Hours a Week.)

1. La Français Pratique, Bercy.

In this the elements of French Grammar are studied, its principles being illustrated from easy prose readings. Almost daily memorizing is required as a means of acquiring a good pronunciation and as an aid to conversation.

Second Year.

(Three Hours a Week.)

1. The more difficult principles of French Grammar are studied in this class, exercises are written and idioms carefully considered.

Reading of college plays, Daudet's Contes, dictation, memorizing and conversation.

Course of Instruction.

Third Year.

(Three Hours a Week.)

Macmillan's Third Year in French. Fortier's History of French Literature. Corneille's Le Cid, Racine's Athalie, Molière's L'Avare and Le Misanthrope, Selections from Victor Hugo. Exercises in composition, dictation, letter-writing and conversation.

Fourth Year.

(Four Hours a Week.)

Literature of the Nineteenth Century studied. Instruction given exclusively in French.

Aside from the reading done in the class-room, private parallel reading is required in this year, and in the year preceding.

Throughout the whole course French is used, as far as practicable, as the medium of instruction.

GERMAN.

Miss Sheppard.

First Year.

Deutsche Grammatik, Joynes-Meissner; Studien und Plaudereien, 1st Series; Bilderbuch ohne Bilder; Im Zwielicht, Part I.; Conversation, with Written Exercises; Exercises Memorized.

Second Year.

Deutsche Grammatik, Collar's Eysenbach; Studien und Plaudereien, 2d Series; Im Zwielicht, Part II.; Immensee; Undine; Conversation and Written Exercises; Selections Memorized.

Third Year.

Deutsche Grammatik; Spanhoofd, Maria Stuart or Jungfrau von Orleans; Herman and Dorothea; Wilhelm Tell; Iphigenie; Poems Memorized.

The explanation of class directions in German is given during the first few lessons of the study, and the language is itself used in giving instruction. This is more and more exclusively done as the vocabulary of the pupils increases. Chief attention is paid the first year to reading the language with ease, and to acquiring a knowledge of the idiom. Declension and conjugation forms are memorized.

The second year the aim is mostly translation and composition. Declension and conjugation forms are reviewed, and model sentences, embodying difficult grammatical constructions, are memorized. While committing vocabularies is not depended upon entirely in securing command of the language, it is used to the extent of learning the vocabularies in the grammar.

The reading of the third year is combined with a critical study of the language and its literature.

Throughout the course sight translation is a prominent feature, and the material read in class is made the basis of conversation.

Postgraduate Work.

Provision is made for postgraduate work in German. During the fourth and fifth years of study attention is given to the Classics, as well as to the works of the best modern German writers. The nucleus for a German library has been donated by Drysen and Pfeiffer, of New York City.

COURSES OF STUDY.

Two courses of study are offered, viz.: the Classical-Scientific and the Literary, which are outlined on pages 43-46, showing the number of hours required in each year of each course. No student will be granted a diploma who has not satisfactorily completed the studies indicated in one of these courses.

The Literary Course is designed to give to those students who desire to make extended study of Music or French and German an attractive field of work; and the Classical-Scientific Course is planned for those students desiring a thorough training in classical and scientific studies.

It will be seen that seventeen or eighteen hours per week is required, according to the nature of the studies in each course, and that the two courses are fixed only in the Freshman and Sophomore years. *There are no elective studies in these years.* At the close of the Sophomore year, advisory committees from the faculty will endeavor to direct each student into the special course best suited to her tastes and ability.

In the Junior and Senior years only a certain number of studies, as indicated, are required, the rest being elective. These elective studies, as shown in the elective groups on pages 43-46, determine the character of the course pursued. Thus the Institute is able to offer strong courses in *Latin*, *English*, *History*, *Modern Languages*, *Science*, *Pedagogy*, *Art* and *Music*.

CLASSICAL-SCIENTIFIC COURSE.

Figures in parentheses refer to the years.

Freshman.	Hours per week.
English (1)	3
Mathematics (1)	5
Latin or Greek (1)	4
History (1)	2
Biology (1)	3
	17

Sophomore.	Hours per week.
English (2)	3
Mathematics (2)	4
Latin or Greek (2)	4
French or German (1)	3
Chemistry (1) or Physics (1)	3
Bible (1)	2
	19

Junior. Required.	
Bible (2)	2
English (3)	3
French or German (2)	3
Psychology (1)	2
Electives	7
	17

Senior. Required.	
Bible (3)	2
Mathematics (3)	4
History (2) or (3)	2
Ethics (2)	2
Electives	7
	17

Elective Groups of the Classical-Scientific Course.

In addition to the required studies in the Junior and Senior years, any *one* of the following groups may be chosen.

1. English—Special.

Junior.	
English (4) *a*	2
Latin (3)	3
German or French (2)	3

(German, if French is elected in the Sophomore year, and *vice versa*.)

Senior.	
English (4) *b*	2
English (4) *c*	2
Latin and Literature (4), or German or French (3)	3

(German, if French is elected in the Sophomore year, and *vice versa*.)

Elective Groups of the Classical-Scientific Course—Continued.

2. Latin—Special.

Latin (3)	3	Latin (4)	3
Latin (5)	2	Latin and Literature (6)	2
Greek (3) or Chemistry (2) or German or French (2)	3	Greek (4) or Astronomy and Geology, or German or French (3)	3
(German, if French is elected in the Sophomore year, and *vice versa.*)		(German, if French is elected in the Sophomore year, and *vice versa.*)	

3. Modern Languages—Special.

Latin (3)	3	French and Literature (4)	4
History or Chemistry (2)	2 or 3	German and Literature (4)	3
German or French (3)	3		
(German, if French is elected in the Sophomore year, and *vice versa.*)			

4. Mathematics—Special.

Mathematics (3)	4	Mathematics (4)	4
Physics (2)	3	Astronomy (1)	3

5. History—Special.

History (2)	2	History (3)	2
History of Philosophy	2	History and Science of Government (4)	2
Latin (3) or Geology (1)	3	French or German (3)	3

6. Pedagogy—Special.

Theory and Practice (1). Methods (1)	3	Lectures on Pedagogy (2). History of Education (2)	2 1
History (3) or (4)	2	Outlines of Educat'nal Doctrine (2)	1
Physiology (3) or Physics (1) or Astronomy (1) and Geology (1)	3	Methods (2)	1
		English (4) *a*	2

7. Chemistry—Special.

Chemistry (2)	3	Chemistry (3)	3
Biology (2)	2	Astronomy (1) and Geol. (1)	3
Physics (1) and Latin (3)	3	French or German (3)	3

Elective Groups of the Classical-Scientific Course—Continued.

8. Biology—Special.

Physiology (3)	4	Biology (2)	2
Physics (1) or Latin (3)	3	Chemistry (2) or Astronomy (1) and Geology (1)	3
		French or German (3)	3

(Music or Art, one hour a week, is allowed as additional work in each of the Groups of the Classical-Scientific Course.)

Literary Course.

Figures in parentheses refer to the years.

Freshman.	Hours per week.	Sophomore.	Hours per week.
English (1)	3	English (2)	3
Mathematics (1)	5	Bible (1)	2
Biology (1)	3	Physics	3
Music, Art or French (1)	3	Music, Art or French (2)	3
German (1) or French (1)	3	German (2) or French (2)	3
Elocution	1	Elocution	1
		History (1)	2
	18		17

Junior. Required.		Senior. Required.	
English (3)	3	English (4)	3
Bible (2)	2	Bible (3)	2
Philosophy (1)	2	Ethics (2)	2
Chemistry	3	Elective	10
History (2)	2		
Elective	5		
	17		17

Elective Groups of the Literary Course.

In addition to the required studies in the Junior and Senior years any *one* of the following groups may be chosen.

1. English—Special.

Junior.		Senior.	
English (4) *a*	2	English (4) *b*	2
French or German (3)	3	French or German (4)	3
		History (2) or (3)	2
		Logic	2

Elective Groups of the Literary Course—Continued.

2. History—Special.

History (2)	3	History (3)	3
French or German (3)	3	French or German (4)	3
		History and Science of Government (4)	2
		Logic	2

3. Modern Languages—Special.

French (3)	3	French (4)	3
German (3)	3	German (4)	3
		English (4)	2
		History (2) or (3)	2

4. Music—Special.

Music	5	Music	5
		French or German (3)	3
		English (4) *b*	2

5. Art—Special.

Art	5	Art	7
		French or German (3)	3

(Music or Art, one hour a week, is allowed in each group of the Literary Course as additional work for students not making music a specialty.)

Schedule of Recitations—Collegiate Department.

Hours	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
8:30-9	Chapel and Dictation.	Chapel and Dictation.	Bible.	Chapel and Dictation.	Chapel and Spelling.
9-10	English, 1. Science, 3. Mathematics, 2. German, 1. French, 1.	History, 1. Mathematics, 2. Latin, 3. English, 4.	English, 1. Science, 3. Mathematics, 2. German, 1. French, 1.	English, 1. Science, 3. Mathematics, 2. German, 1. French, 1.	History, 1. Mathematics, 2. Latin, 3. English, 4.
10-11	Science, 4. Mathematics, 3. French, 2. German, 2. Latin, 1.	Elocution. Mathematics, 3. History, 2. Latin, 1.	Science, 4. Mathematics, 3. French, 2. German, 2. Latin, 1.	Science, 4. Mathematics, 3. French, 2. German, 2. Latin, 1.	Elocution. Mathematics, 3. History, 2. Latin, 1.
11-12	Pedagogy, 2. English, 3. Mathematics, 1. Science, 2.	Pedagogy, 2. Bible, 2. Mathematics, 1. History, 3.	Pedagogy, 2. English, 3. Mathematics, 1. Science, 2.	Pedagogy, 2. English, 3. Mathematics, 1. Science, 2.	Pedagogy, 2. Bible, 2. Mathematics, 1. History, 3.
12-1	Mathematics, 4. Pedagogy, 1. English, 2. French, 1.	Psychology, 1 Bible, 1. History, 1.	Mathematics, 4. Pedagogy, 1. English, 2. French, 1.	Mathematics, 4. Pedagogy, 1. English, 2. French, 1.	Psychology, 1 Bible, 1. History, 1.
1-2	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	Bible, 3. Latin, 2.	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	French, 3. German, 3. English, 1. Latin, 2. Science, 1.	Bible, 3. Latin, 2.

The years are indicated by figures.

PREPARATORY DEPARTMENT.

An institution can maintain a high standard only when adequately supported by good preparatory schools. The object of this department is to give thorough preparation for the collegiate work. The course of study is so arranged as to give this preparation in as short a time as is consistent with thoroughness.

TEXT-BOOKS.

First Year.

Reading.

History.—Gardiner's English History.

Arithmetic.—Prince's Arithmetic by Grades. (No. 4.)

Spelling.—Lippincott's Speller, Part II.

Geography.—Maury's Manual.

Writing.

Drawing.

Story of the Bible.—One lesson a week.

Physical Culture.

English.

Language Lessons—Daily exercise in composition.

The Children's Garland, selections from Tanglewood Tales, and stories by Mrs. Ewing and by Mary E. Wilkins.

Miscellaneous.

Additional poetry and prose for composition work.

Required Reading.

At the Back of the North Wind, The Prince and the Pauper, Little Lord Fauntleroy, and selections from Arabian Nights.

Second Year.

Reading.

History.—Yonge's History of England.

Arithmetic.—Prince's Arithmetic by Grades. (No. 5.)

Geography.—Maury's Manual.

Spelling.—Dictation Exercises.

Story of the Bible.—One lesson a week.

Writing.

Drawing.

Physical Culture.

English.

Language Lessons.—Daily exercise in composition.

The Children's Garland, selections from Andersen's Fairy Tales, Bimbi, and The Legend of Sleepy Hollow.

Miscellaneous.

Additional poetry and prose for composition work.

Required Reading.

Jan of the Windmill, A Dog of Flanders, Hans Brinker, Patsy.

Third Year.

Reading.

History.—Yonge's History of Greece.

Arithmetic.—Prince's Arithmetic by Grades. (No. 6.)

Review of Geography.—Frye's Advanced.

Latin.—Tuell & Fowler's First Latin Book, or *German* or *French.*

Spelling.

Writing.

Drawing.

Physical Culture.

Bible.—One lesson a week.

Geometry.—Hunt's, for Grammar Schools.

English.

Advanced Language Work, Composition work in class, and weekly themes.

Evangeline, Keramos, Snow Bound, and short poems by American writers.

The Great Stone Face, selections from Alhambra, A Christmas Carol, and Southern Literature.

Required Reading.

Miles Standish, Hiawatha, Girls Who Became Famous, My Summer in a Garden, Paul and Virginia, and Scottish Chiefs.

Fourth Year.

History.—Field's United States.

Arithmetic.—Prince's Arithmetic by Grades. (No. 7.)

Algebra.—Lyman Hall.

Physical Geography (Maury's), *Physiology and Hygiene* (Blaisdell).

Bible.—One lesson a week.

Spelling.

Writing.

Latin.—Tuell & Fowler's First Latin Book reviewed and Gate to Cæsar, or *German* or *French.*

English.

Rhetoric.—Lockwood's Lessons in English. (During this year the subjects of punctuation, errors in English and figures are thoroughly studied.) Composition work.

Literature.

Mosses from an Old Manse, Prue and I, Selections from Scott's Poems, and Masterpieces of British Literature.

Required Reading.

Kenilworth, Ivanhoe, The Talisman, Dream Life and The House of Seven Gables.

PRIMARY DEPARTMENT.

TEXT-BOOKS.

First Year.

Reading.—From the blackboard, Cyr's First Readers. Stepping Stones to Literature.

Arithmetic.—Mental and written exercises with small numbers.

Drawing.

Writing.

Bible.—One lesson a week.

Physical Culture.

Second Year.

Reading.—Stepping Stones to Literature with supplementary reading.

Spelling.—Stickney's Word by Word, Primary.

Arithmetic.—Prince's Arithmetic by Grades.

Drawing.

Science.—One lesson a week.

Bible.—One lesson a week.

Writing.

Physical Culture.

Third Year.

Reading.—Stepping Stones to Literature with supplementary reading.

Spelling.—Stickney's Word by Word, Advanced.

Language.—First Book in Language.

Geography.

Arithmetic.—Prince's Arithmetic, by Grades.
Drawing.
Science.—Weekly lesson.
Writing.
Bible.—One lesson a week.
Physical Culture.

Fourth Year.

Reading.—Stepping Stones to Literature, with supplementary readings.
Spelling.—Stickney's Word by Word, Advanced.
Language.—First Book in Language.
Geography.—Frye's Primary, with map drawing.
History.—Montgomery's First Steps in American History.
Arithmetic.—Prince's Arithmetic, by Grades.
Drawing.
Science.—One lesson a week.
Writing.
Bible.—One lesson a week.
Physical Culture.

SCHOOL OF MUSIC.

The work of this department embraces instruction in piano, organ, violin, voice culture, art of singing, harmony, mandolin, guitar, theory of music, history of music, sight-reading and chorus singing. Only experienced teachers of special talent and training are employed; there are no tutors or assistants. Pupils in piano, organ, violin and voice-culture have two lessons a week of half an hour each. Harmony, theory, sight-reading, etc., are taught in classes, which meet twice a week. Each pupil is expected to perform the part assigned her in frequent recitals. Piano pupils in the preparatory grade are expected to practice one hour daily; more advanced pupils, two hours. Pupils in voice culture will practice one hour a day. Special students can arrange for more time.

Attention is called to the advantages to be enjoyed in Atlanta, greater, perhaps, than in any other Southern city, of hearing artists of the first rank. During the past year the Atlanta Concert Association gave two piano recitals each by Rosenthal and Bloomfield-Zeisler, besides concerts by such artists as Max Bendix, Geraldine Morgan, Gertrude May Stein, B. Merrill Hopkinson, and four by the Theodore Thomas Orchestra.

PIANO.

Preparatory Grade.

Rudiments, position of hands and muscular development; simple studies; major scales and chords; easy pieces; Sonatinas.

Intermediate Grade.

Rhythmical scale studies; major and minor scales; arpeggios; finger studies to be transposed into every key; wrist studies; studies in phrasing and expression; trill studies; study of polyphonic music begun; easy sonatas; pieces by modern composers; playing at sight (pieces for four and eight hands); playing from memory.

Advanced Grade.

Technical studies continued; study of standard sonatas; concertos and pieces of modern composers; systematic study of works of the great composers, together with reading of musical biography, analysis, etc.; ensemble playing.

ORGAN.

At least one year's study in piano playing is necessary before undertaking the organ.

This course is planned especially to meet the needs of those preparing themselves for church choir work.

Studies.—Stainer's Organ Primer; Whiting's First Six Months; D. Buck's Pedal Phrasing; Rink's Four Books; Bach's Preludes and Fugues; Church Music by Best, Smart, Merkel, etc.

The Institute has a two-manual organ for the use of pupils.

VIOLIN.

First Grade.

Hermann Violin School, Book 1. Schradieck, Technical Studies. Scales.

Second Grade.

Hermann School, Book 2. Mazase, Op. 36, Dancla, Ecole du Mécanisme.

Third Grade.

Dont, Op. 37, Kreutzer, 42 Etudes; Sitt, Scale and Arpeggio Studies.

Fourth Grade.

Fiorillo, Capricen; Sitt, Scal, Studies in Double Stopping; Select Pieces from various composers.

Fifth Grade.

Rode, 24 Caprices; Concertos by Rode, Kreutzer; Sonatas by Mozart.

Sixth Grade.

Gavinies, 24 Etudes; Concertos by Sitt, De Beriot; Sonatas by Beethoven.

Seventh Grade.

Dancla, Op. 73; Pieces by Vieuxtemps, Leonard, Godard, Wieniawski; Sonatas by Bach; Concertos by Sitt, Spohr, David.

VOICE CULTURE AND ART OF SINGING.

Preparatory.

1. Breathing exercises.

2. Exercises in tone-production with a view to rendering flexible the muscles of the throat, and holding the mouth and tongue in proper position.

3. Exercises in tone-production, and in the taking of intervals for the equalization of tones of different pitch. Scales.

Vocalises.—Concone and Marchesi with Italian words.

Intermediate.

Breathing exercises. Exercises in tone-production. Exercises in the proper use of the diaphragm. Exercises in different intervals. Scales, Arpeggios, Vocalises, Bordagni, Panofka, Henschel, Marchesi and others. English ballads with special attention to articulation. Easy French, Italian and German songs.

Advanced.

Breathing Exercises. Exercises in tone-production. Minor and chromatic scales, Arpeggios. Exercises in the trill.

Vocalises chosen from various composers. Arias from Italian and French operas, with especial study of Mozart.

Songs by Schumann, Rubinstein, Schubert and other German composers. Study of Oratorio and Church Music. Selected portions from the Wagner Operas.

In connection with the above course, there are sight-reading and chorus classes, open to all the pupils of the school. All pupils in the vocal department will be required to attend these classes.

MANDOLIN AND GUITAR.

Instruction is given on the mandolin and guitar according to latest methods.

THEORY.

The staff; notation; rhythm; major and minor scales; slurs; syncopation; triads; appoggiaturas; ornamentations, etc.

HARMONY.

First Grade.

Preliminaries; intervals; triads and their inversions; seventh-chords and their inversions.

Second Grade.

Altered chords; modulation; suspensions; organ-point; passing tones and chords.

Third Grade.

Part-writing for two, three and four voices; harmonic-accompaniment to give melody.

Text-books—Emery and Chadwick.

MUSICAL SCIENCE.

Phenomena of Sound, in their relation to Music and Musical Instruments. (This is included in the regular study of Physics.)

HISTORY OF MUSIC.

First Division.

General History from Earliest Times to Present Day, especially since death of Palestrina.

Second Division.

Special study of different epochs, with particular attention to the development of the Sonata and other forms. Musical Analysis and Criticism.

Text-books.—Filmore's Histories; Parry's Evolution of Music; various treatises for reference.

CERTIFICATES

will be given pupils in piano playing and voice culture.

Requisites for Certificates.

Recognizing the necessity of a broad and liberal culture in every department of study, it is required that candidates for a certificate in this department shall have a training in English commensurate with the Second Year's course in the Collegiate Department. In addition:

In *piano-playing*—Ability to give a public recital (mostly from memory), the program to include a movement from a standard piano concerto, and pieces of varied styles; to pass satisfactory examinations in playing at sight and in full course of theory, and a good general knowledge of musical literature.

In *voice-culture.*—Ability to give a public recital, to be advanced to at least the Intermediate grade in piano-playing, to pass satisfactory examination, in sight-reading, and in the full course of theory and a good general knowledge of musical literature.

Literary Course with Music as a Leading Study.

To meet more fully the needs of an increasing number of young women who wish to acquire at the same time a liberal literary as well as musical education, there has been arranged a course with music as a special study (see page 46). This course includes study of a solo instrument or singing, together with the full course in Harmony, History of Music, and Musical Science, offering to the student broad musical training, which may serve as the basis for the practical work of a specialist, in musical criticism and in music in the public schools.

The library is well supplied with standard books of reference, histories, biographies, collections of letters, critical and historical essays, theoretical works, etc. The leading musical periodicals are also received.

DEPARTMENT OF ART.

The aim of this department is to give a systemtic course of study which shall be both thorough and inspiring, cultivating the eye to quick observation and the hand to facility of touch.

The regular art course is divided into four classes.

1.—Elementary Class.

Drawing.—Elementary casts, parts of human figure.

Clay Modeling.—Ornament, casts of foliage, parts of human figure.

Perspective.—Theory, drawing from groups of solids, etc.

2.—Preparatory Antique Class.

Drawing.—Fragments and masks from the antique.

Painting.—From still-life in oil colors.

Sketching.—Time-sketches in pencil or charcoal, outdoor sketching in pencil.

3.—Antique Class.

Drawing.—Busts and full length figure.

Painting.—Studies in oil or water color.

Sketching.—In pencil, charcoal, or pen-and-ink from still life, outdoor sketches in drawing or color.

4.—Life Class.

Drawing.—Full length figure from antique, head from life, from draped model.

Painting.—Head from life.

Sketching.—Outdoor sketching in color.

Students cannot enter an advanced class without passing an examination on the work preceding.

Excellent opportunity in the way of good models and thorough instruction is offered those desiring to study china painting, tapestry, and other lines of decorative painting.

Pastel and photo-crayon also are taught.

A sufficient knowledge of drawing will be required before entering upon the study of these branches.

Instruction in free-hand drawing is given to the pupils in the Primary Department without extra charge; also to all other students for one hour a week during one session.

ART HISTORY.

Students in the Freshman year of the Literary Course, taking Art as an elective branch, will have, in connection with it, the study of Art History.

There will be an hour lesson once a week, the study extending over a two years' course. Excellent illustrations will be provided to aid in the interest and profitableness of the study. Reference will also be made to literature in its connection with Art.

Other pupils of the school may, with permission of the President, be admitted to this class. All studio pupils are expected to study Art History if so advised by the teacher of the department.

ELOCUTION.

Miss Mitchell.

The method aims to develop strong, graceful and natural speakers and readers, to do away with all superficial work, and to teach how to interpret the highest and best forms of literature with simplicity and truth. Pupils are carefully trained in vocal technique, in the preparatory work of breathing, articulation, pronunciation, and correct voice-production. They then have a systematic course in the higher work of literary interpretation, comprising the principles of formulation, discrimination, emotion, volition, the musical properties of speech, literary analysis and recitation as an art.

Text-books: Preparatory Study, "Elocution and Action," Southwick; Advanced Course, "Principles of Vocal Expression," Chamberlain and Clark.

EXAMINATIONS.

In addition to frequent reviews, two general examinations are held each year.

While these examinations are thorough and comprehensive, they are not of such length as to be irksome and injurious.

The final grade and promotion of the pupil is determined from the record of daily recitations and examinations, and thus the student is stimulated to thorough preparation for the class-room, and also to a permanent acquisition of knowledge.

A grade mark or percentage of at least 80 in each class must be obtained to pass a pupil from a lower to a higher class.

REPORTS.

A permanent record of attendance, deportment and class-standing is kept, from which reports are made and sent to parents and guardians six times during the school year.

THE BLUE LIST.

For the information of parents and friends of pupils, there is distributed on commencement day The Blue List.

This list is in the nature of a roll of honor, and contains the names of all pupils who have obtained an average mark of 80 or more on their year's work in their respective classes, and are consequently passed to the higher classes.

Those pupils whose average is above 90 are *distinguished*, and their names are printed on The Blue List with numbers preceding which indicate the order of their class standing, and they also receive *certificates of distinction.* The others are placed in alphabetical order.

The Blue List also contains the names of all graduates, medalists, etc.

The member of the graduating class who has made an average of 95, or above, on the entire course will be awarded the *First Honor.* The member of the class whose average on the entire course is above 90 and less than 95 will be awarded *Second Honor.*

CERTIFICATES AND DIPLOMAS.

Certificates of Distinction are given to those pupils whose yearly average is 90 or more.

Certificates of Proficiency are given to those pupils who complete satisfactorily the course of study prescribed in any school.

DIPLOMAS.

A pupil who completes satisfactorily either of the two courses of study, viz.: Literary or Classical-Scientific, receives a diploma with the title *Graduate.*

SCHOLARSHIPS AND MEDALS.

The Board of Trustees offer the following scholarships for the next session:

For General Excellence in Collegiate Department.

Tuition in the Institute for the *next* session will be given to the student, in any class below senior,

who makes the highest *general* average above 90. In order to compete for this prize the student must pursue a regular course. The scholarship is not transferable and is only good for the session immediately succeeding the one for which it was awarded.

For General Excellence in Preparatory Department.

Tuition in the Institute for the *next* session will be given to the student who makes the highest *general* average above 90, under the same conditions as above.

English.

In order to stimulate and encourage the study of English, a special prize is offered to the student in the Junior or Senior class who presents the best essay on the subject assigned by the teacher of English. Conditions under which this prize will be awarded:

1. The student must have made an average of 90 or above in the previous English course.
2. The essay must be correct in spelling, punctuation, use of capitals and paragraphing, and must be neatly and plainly written.
3. It must be original, and accompanied by a certificate to that effect signed by the writer.
4. It must be handed to the President by April 15 unsigned but accompanied by certificate referred to above.

Music.

Two Scholarships are given; one in piano playing, and one in voice culture. They are awarded on commencement day to those pupils who, after a

year's faithful study, pass the best examination before a committee of musicians.

Another is given by the Polymnia Club.

Art.

Tuition in the Art Department of the Institute for the next session will be given to the student who does the best piece of work from cast or nature.

No one can compete for this scholarship who has not been a diligent student in the Art Department for the entire session.

The Laura Candler Medal.

This medal is awarded to the student of the Junior or Senior class who makes the highest average for the year in Mathematics, provided the average is above ninety.

In awarding all scholarships, distinctions and diplomas, attendance, deportment, and punctuality are considered.

GENERAL INFORMATION.

Location.

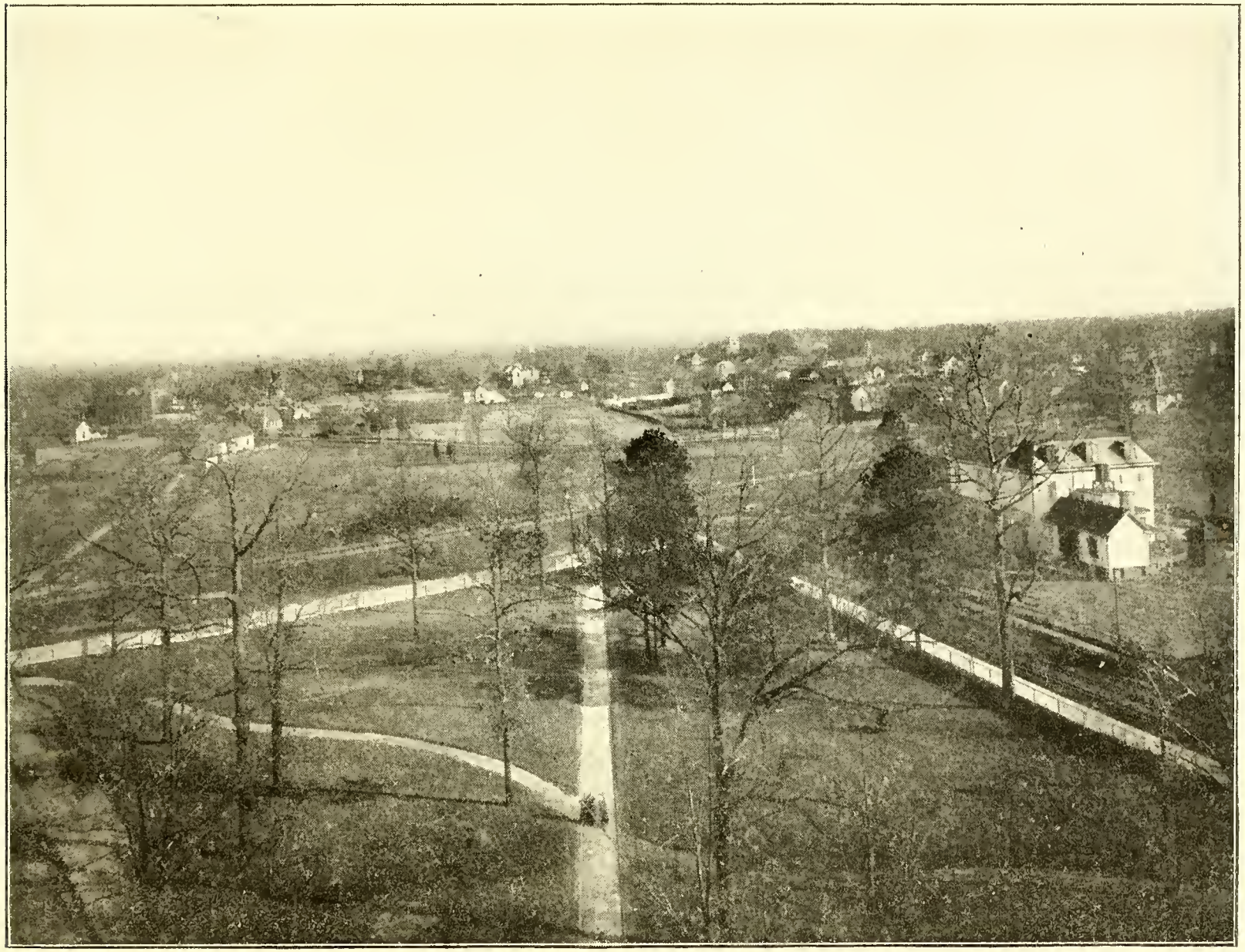
The Institute is located so nearly upon the crest of a commanding ridge that the rain from one side of the roof, following the natural watershed, finds its destination in the Gulf of Mexico, and from the other side flows on to the Atlantic.

The elevation of the main building is, approximately, 1,050 feet above sea level, and from its central tower may be seen the peaks of the North Georgia mountains and those of the Blue Ridge.

The climate is bracing, the drainage naturally perfect, and the water, the purest freestone, is uncontaminated by sewage.

Decatur is six miles northeast of Atlanta, immediately on the Georgia Railroad. It is also connected with the city by two electric lines with 20- and 30-minute schedules. The Georgia Railroad runs frequent passenger-trains, all of which stop at Decatur, thus making it quite convenient for all those living between Lithonia and Decatur, as well as between Atlanta and Decatur, to attend the Institute.

The accessibility and nearness of Decatur to the city of Atlanta, with its system of railways reaching every portion of the South Atlantic States, places the Institute within convenient reach of every section.



VIEW OF SECTION OF DECATUR, LOOKING NORTH FROM INSTITUTE.

The situation of Decatur, sheltered from the cold winds of the more northerly section by the Blue Ridge range of mountains, and yet at an altitude far beyond the malarial lowlands of the South Atlantic and Gulf States, gives to the Institute many of the pleasant and beneficial effects of a delightful health resort. Persons residing in South Georgia, Florida, South Alabama, Mississippi and other Gulf States, will find here an atmosphere invigorating and bracing, but *not severe;* while others resident in more northerly sections will escape the severities of a rigorous winter climate without encountering malarial or enervating influences.

The town has excellent telegraphic, telephonic, postal and express facilities.

Presbyterian, Methodist and Baptist churches have regular services and resident pastors. There are also weekly services at the Episcopal chapel.

The Donald Fraser High School for boys, a preparatory school of high grade and superior management, is located here.

The society is educated and refined, and characterized by an unusually high moral tone. The founders of this school believe its location to be an ideal one.

Buildings.

The Main Building, completed and occupied for the first time in the fall of 1891, is a massive edifice, simple in architecture, yet not lacking in impressiveness.

It is constructed of brick, granite and marble; is one hundred and ninety-four feet long, fifty-four feet wide, and four stories high exclusive of base-

ment. The engine-room, electric light plant, steam laundry and kitchen are apart from the main building.

The entire building is heated and ventilated by the indirect steam method, and lighted by electricity.

Chapel, parlors, office and class-rooms occupy the first floor; the sleeping apartments, the second and third floors of the building. All of these rooms are thoroughly ventilated by outside windows and over 500 feet of wide halls.

The chambers are unusually large, arranged so as to admit abundant sunlight, and in their construction especial attention was given to securing perfect ventilation. The furniture and appointments are homelike and comfortable, and the building is carpeted throughout. While luxury has not been studied, every convenience necessary for health and comfort has been supplied. In this respect few homes in the country are more complete.

The School of Music and the Art Studio occupy the entire fourth floor.

Each floor is supplied with water, bath and toilet rooms, electric bells, and ample hose and fire buckets. The buildings and grounds are abundantly supplied with pure freestone water from a large spring near the Institute, from which the water is pumped into a cistern, and thence into a large tank in the tower, and from this distributed through the buildings and grounds. Drinking-water is supplied from an excellent well in the grounds.

REAR VIEW OF BUILDING.

A watchman is on duty all night, and his numerous stations throughout the building and around the premises are registered by an electric watchman's clock.

The Institute Home.

Every effort is made to give the Institute the character of a Christian home. Teachers and pupils constitute one household. Care is taken to render the home life of the student not only attractive, but conducive to the cultivation of those graces of character which mark refined women. Only such restrictions are thrown around the pupils as are considered important for their health, safety, and improvement. Importance is attached to the cultivation of that considerate regard for the wishes and feelings of others which leads to courteous deportment.

A student who persists in disobedience or disrespect, or even neglect of duty, and who is evidently gaining no good herself and hindering others, is not permitted to remain in the Institute. Pupils are not allowed to leave the grounds without permission, or unaccompanied by a teacher. Frequently during the school year instruction in manners and etiquette is given by the Lady Principal.

The rooms of the Institute are carpeted and comfortably furnished, and are thoroughly warmed and ventilated. The occupants of each room are required to keep it in order, and all rooms are daily inspected.

The rooms are never crowded; they are constructed for two and three occupants, and in no instance will they be crowded beyond their capacity for health and comfort.

General Information.

Rooms are assigned in the order of application for entrance.

The intendant of the Infirmary is in special charge of the dormitory floors. She will at all times rigidly inspect the rooms of the pupils and see that they are neatly and properly kept in order, reporting any dereliction to the Lady Principal.

Outfit.

Each boarding pupil must furnish two pair of sheets, two pair of pillow-cases, six table-napkins, napkin ring, six towels, two laundry bags, gossamer, umbrella, and a pair of rubber shoes. The pillow-cases should be 35 by 22 inches.

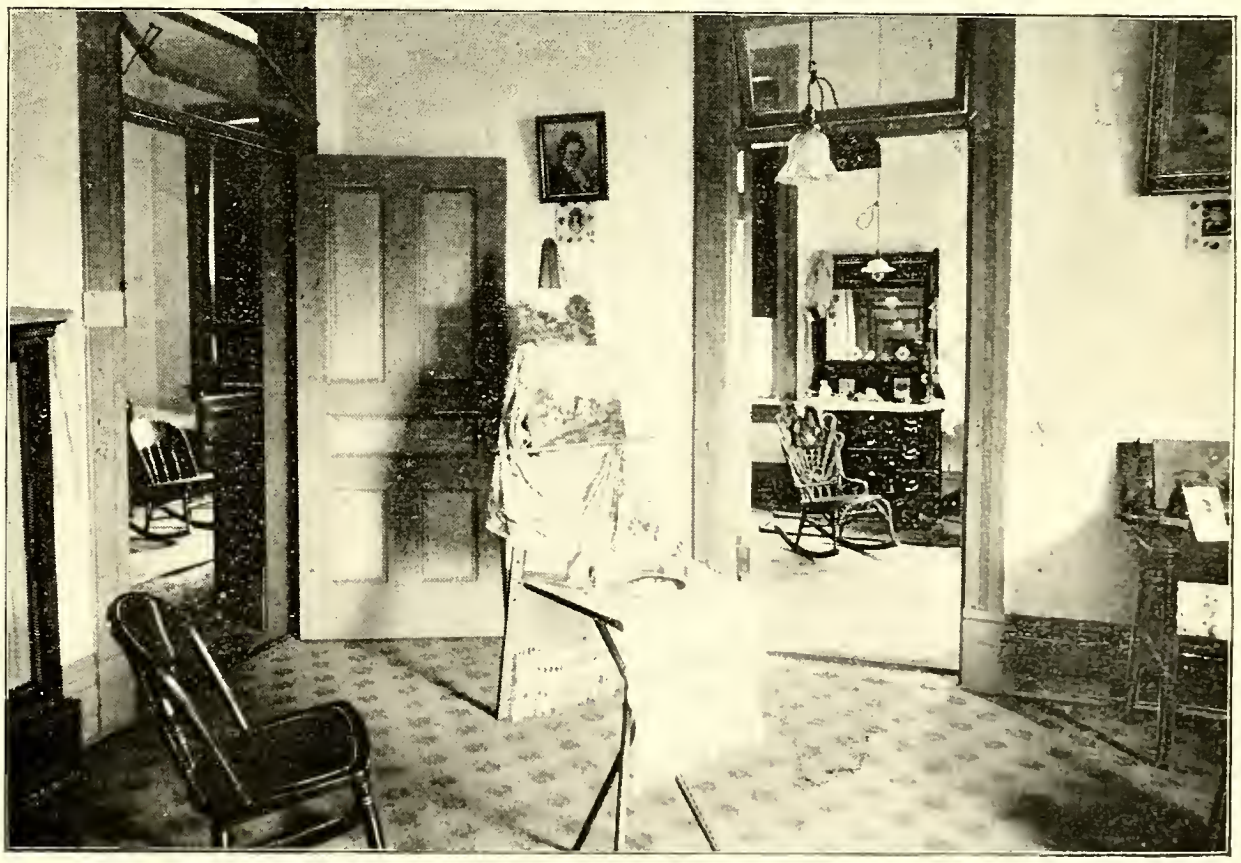
All articles, including trunks, must be plainly and durably marked with the name of the owner. Failure to comply with this requirement causes confusion and loss.

It is urged upon parents not to burden their daughters with the care of valuable jewelry or an expensive wardrobe. Each outfit should contain, besides school dresses, one street suit and wraps of light and heavy weight. A simple evening dress, high-necked and long-sleeved, will be found convenient, but not necessary. *Pupils will not be permitted to wear low-necked dresses.*

Health and Physical Training.

In pursuing a course of study good health is of the highest importance. There is in this institution a close and intelligent supervision over the health of the boarding pupils. The best medical advice is secured and a trained nurse provided. All the conditions of proper sanitation are carefully

BED ROOM (LARGE SIZE).



GLIMPSE OF INFIRMARY.

observed. The Institute has a superior system of sewerage, and an abundant supply of the purest water. From basement to attic much care is exercised to maintain cleanliness and healthfulness.

A suite of rooms, including bedroom, sitting-room and nurse's room, in a retired section of the building, on the second floor, has been set aside and is used exclusively as an Infirmary. The Infirmary will be in charge of a trained nurse. Thus every provision has been made for taking the best and most skillful care of girls when sick.

Dr. W. S. Kendrick, the Institute physician, is in telephonic communication, visits the school periodically, and in case of illness is summoned promptly.

Parents are urged to communicate freely with the Principal concerning the physical condition of their daughters at time of their entrance, and to state whether their daughters have any special weakness or tendency to disease, or idiosyncrasies of constitution.

The Trustees feel that they can conscientiously assure parents that, in cases of illness, their daughters will receive prompt and skillful medical attention, faithful and tender nursing, and in every case of serious illness they will be promptly advised.

Physical Culture.

The Trustees, appreciating the importance of physical exercise and training as conducive alike to health and grace of carriage, have provided a regular and systematic course in physical culture.

General Information.

The Institute Gymnasium contains the best apparatus, including Horizontal and Vaulting Bars, Horse, Flying-rings, Chest-weights, Clubs, Wands, Dumb-bells, Rings, Hoops, etc.

All the work is under the supervision of a competent teacher, and the greatest care is taken that no one overtax her strength. All students, unless excused by the proper authority, are expected to exercise daily in the gymnasium, for which no extra charge is made. When the weather permits, exercise out of doors is frequently substituted for work in the gymnasium. Two tennis courts and a croquet ground furnish opportunity for healthful and bracing outdoor games.

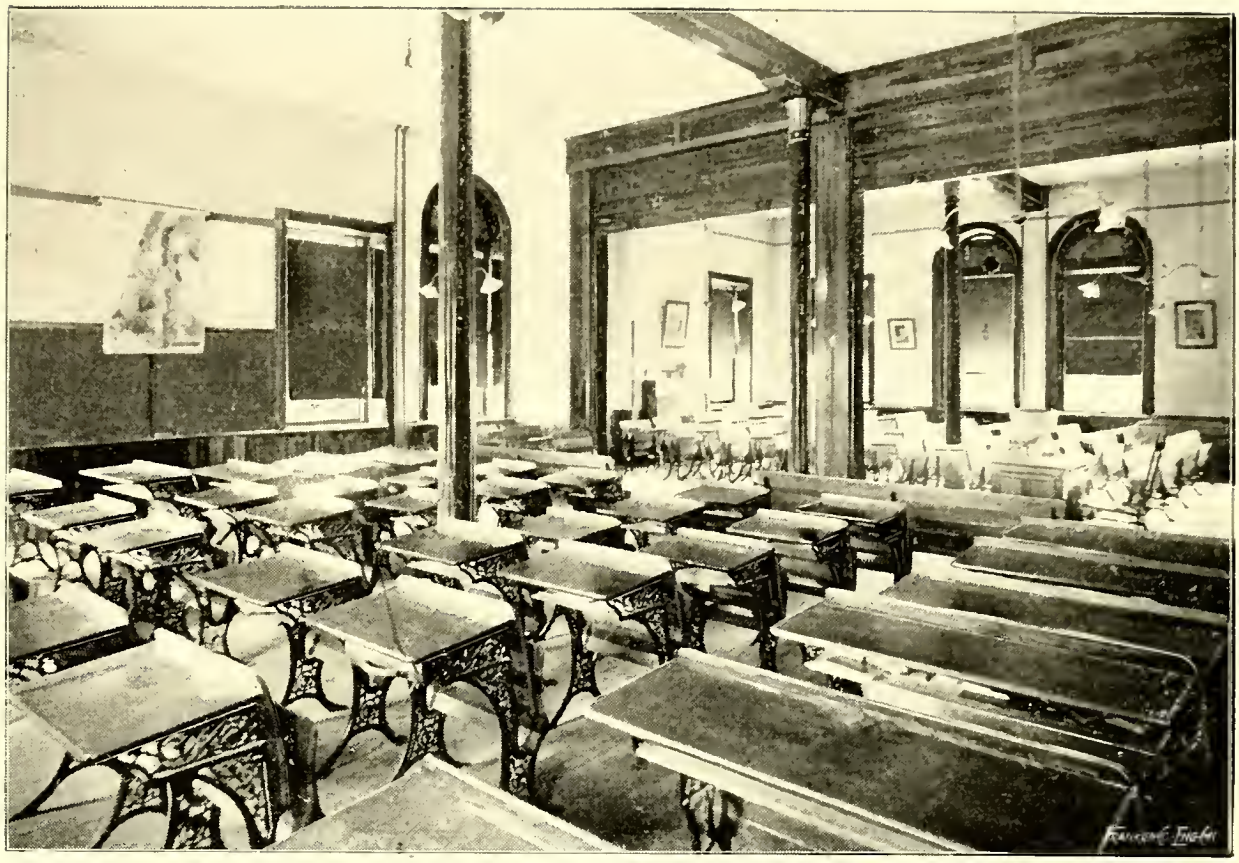
Each pupil is expected to supply herself with a suit of blue flannel—blouse and divided skirt—and gymnasium shoes.

The Physical Culture suit may be obtained in Decatur at a total cost of about three and a half dollars for material and making.

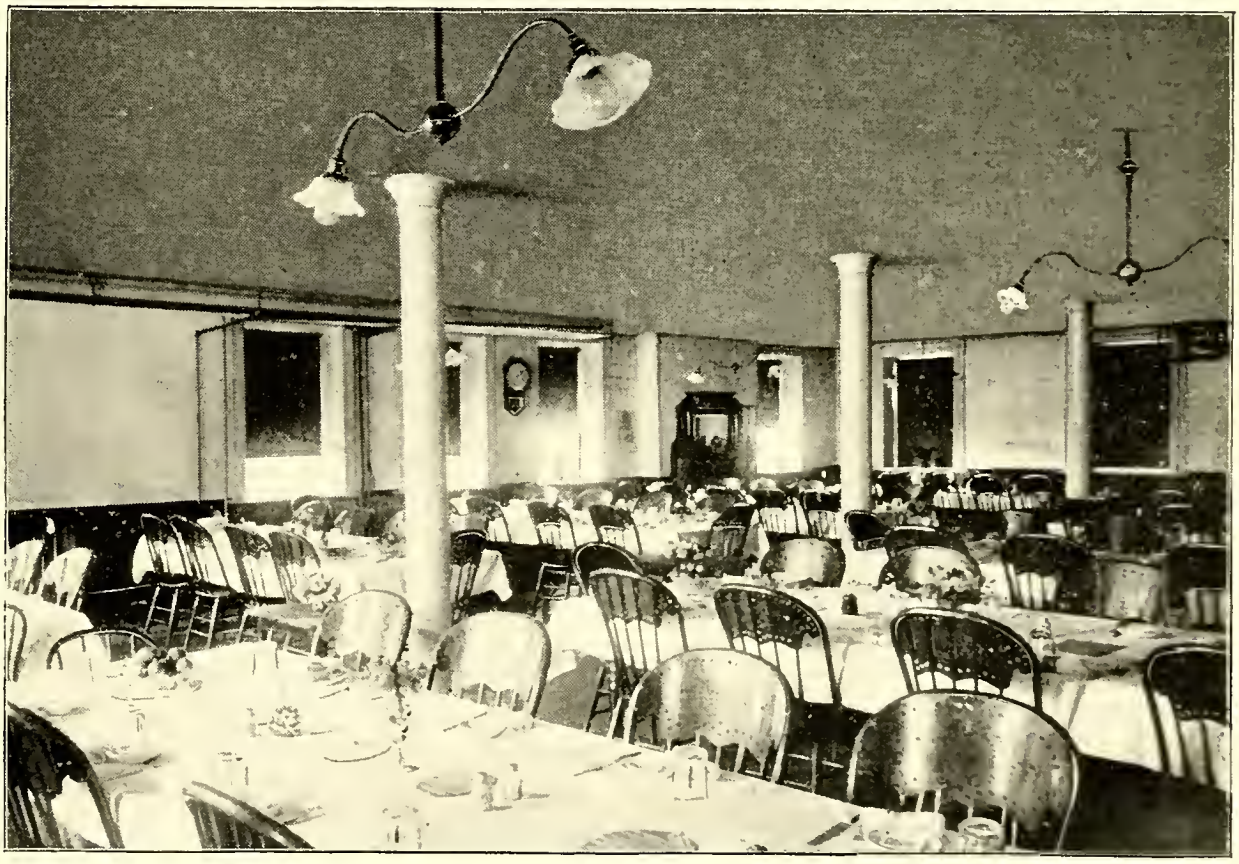
Library and Reading-Room.

The Library now contains about 1,000 volumes, selected with care and with a view to the needs of pupils. It includes works of history, standard fiction, biography, travels, essays, and treatises upon literature, the classics, Biblical and miscellaneous topics. The Sunday-school library has been selected with extreme care, and is much read by the pupils.

It is the intention of the Trustees to add such reference books as will keep the departments fully abreast with the advancement made in the different lines of study.



SECTION OF STUDY HALL.



SECTION OF DINING-ROOM.

The Reading-room is supplied with a large selection of choice periodicals, and receives regularly the following magazines and papers, to wit:

Harper's Monthly, Century, St. Nicholas, Harper's Bazar, Art Amateur, China Decorator, Eclectic Magazine, Etude, Current Literature, Literary Digest, New York Observer, Popular Science Monthly, Chautauquan, Scientific American, Werner's Magazine, Youth's Companion, Southern Presbyterian, Christian Observer, Christian Index, Christian Advocate, Churchman, Music Courier, Art Interchange, Biblical World, Educational Review, Forum, Ladies' Home Journal, Music.

A number of lectures upon a variety of topics, such as Literature, Science, etc., are given at intervals throughout the school year.

These lectures are open to all the pupils of the Institute, and are delivered at intervals of three or four weeks.

The boarding pupils, invariably under charge of members of the faculty, have frequent opportunity of attending lectures, concerts, recitals, etc., in Atlanta. The nearness of Decatur to the city, and the frequent and convenient schedules on the electric and Georgia railroads, make attendance thereon easy and pleasant. Pupils are thus able to enjoy rare advantages in this direction to be found only in large cities. Such visits are not permitted to interfere with school duties, and the utmost care is exercised as to the character of the entertainment.

General Information.

SOCIETIES.

Mnemosynean Society

is a literary society organized in October, 1891, and has a large and active membership. The object of this organization is to foster a taste for polite literature and to acquire on the part of its members familiarity with standard authors, musicians and artists. Readings, recitations, discussions, essays and musical numbers constitute its program. The members are actively and successfully engaged in accumulating a library of standard books.

The Propylean Literary Society

was organized in May, 1897. Its object is "to promote the intellectual and social interest of its members, and to prove a nucleus of culture in the school of which it is a part." For the attainment of its end, regular meetings are held once a week, when programs, consisting of readings, debates, and musical selections along special lines interesting and instructive, are rendered. That its members may keep up with the times, programs consisting of topics and literature of the day are frequently prepared. Besides the constitutional object, the Society intends working with the Institute by contributing to its library.

The Polymnia Club,

composed of the teachers and most of the pupils of the Music Department, was organized in the spring of 1895, and has grown steadily in interest and usefulness.

PARTIAL VIEW OF FRONT YARD OF INSTITUTE.

Its regular meetings are held every two weeks, at which instrumental and vocal numbers, and readings or essays upon musical subjects are rendered. Since its organization this club has donated about sixty volumes of musical works to the School Library, known as the "Polymnia Collection." During the current year they have maintained two scholarships in the Music Department, one in voice and one in piano.

Scholarships.

The W. A. Moore Scholarship.—Under the will of the late William A. Moore, a Ruling Elder of the First Presbyterian Church of Atlanta, the Institute received, in 1892, a legacy of $5,000.

The will of Mr. Moore provides that "this sum shall be held as a permanent fund or endowment for the education at this Institute of worthy girls of Presbyterian parents, who are unable to provide a collegiate education for their daughters," the same to be permanently invested, and only the interest to be used.

Scholarships under this fund are annually awarded by the Trustees, as directed in Mr. Moore's will.

The W. P. Pattillo Scholarship.—This is a day scholarship, for which Mr. Pattillo, of Atlanta, has generously sent us his check for $60.00 for the past five years.

The Alumnæ Scholarship.—The Alumnæ have caught the spirit of *helpfulness* which characterizes their Alma Mater, and, although comparatively a small band, have nobly resolved to maintain a scholarship. For several sessions they have given a day scholarship.

The Polymnia Scholarship in Music.—This club has arranged to offer one scholarship for next session in Piano under Director ($60.00). For information address Prof. Joseph Maclean, Decatur.

The Mnemosynean Scholarship.—Awarded by the Mnemosynean Literary Society. This scholarship pays $60.00. The beneficiary is chosen by the society, the preference always being given to deserving members. If no member is in need of the aid, the society still reserves the right of nomination.

No institute scholarship or medal will be awarded until all charges have been satisfactorily arranged. All dues must also be arranged before graduation.

Religious Features.

The formation and development of Christian character constitute one of the great objects of this Institution. The religious features of the school have, therefore, been very carefully considered.

The daily sessions are opened with religious exercises held in the chapel.

The Bible is a text-book, and the Bible Course made necessary to graduation.

The Sabbath is considered the most important day in the week for spiritual culture, and it is the constant effort of the Faculty to make it the most delightful and profitable.

A Sabbath-school is conducted by the resident teachers in the Institute chapel, and all the boarding pupils are expected to attend.

The Agnes Scott Christian Band,

made up of the boarding pupils and teachers, meets every Sabbath evening. Its object is Christian edification and usefulness. The exercises are conducted by the members according to a program previously arranged by the Devotional Committee.

Membership in the Band is entirely optional, but nearly all the boarding pupils are members.

A weekly prayer-meeting, conducted by members of the Christian Band, is also held every Thursday afternoon.

All boarding pupils are required to attend church at least once on Sabbath, when not providentially hindered.

CHARGES.

It has been the earnest desire of the Board of Trustees to furnish the best advantages and take the best care of the young ladies in the Institute, *at as near cost as possible.* In the effort to do this it has been found that the charges heretofore made have been inadequate to pay the running expenses of the institution. Hence, a slight advance has been made to cover actual cost of advantages provided. While the charges given below have been made for the term or half-session, yet no pupil will be admitted for less than the entire session, *unless otherwise specially stipulated on entrance.*

General Information.

FOR TERM OR HALF-SESSION.

First term, payable September 6th; Second term, January 18th.

Boarding Pupils.

Board, including furnished room, light, heat, incidental fee, library fee, medicine fee, servant's attendance, and trained nurse, in case of sickness,	$98 00
Laundry (18 plain pieces a week),	9 50
Tuition in Preparatory Department, including all studies except those under head *Special*,	20 00
Tuition in Collegiate Department, including all studies except those under head *Special*,	25 00
Physical Culture and Free-hand Drawing free to all.	
Total for Boarding Pupil in *Preparatory* Department for term,	127 50
Physician's fee *for the session*, payable on entrance,	5 00
	$132 50
Total for Boarding Pupil in *Collegiate* Department for term,	132 50
Physician's fee *for session*, payable on entrance,	5 00
	$137 50

DAY PUPILS.

First term, payable September 6th; Second term, January 18th.

Collegiate Department, Freshman and Sophomore,	$25 00

Collegiate Department, Junior and Senior,	30 00
French or German,	5 00
Preparatory Department,	20 00
Primary Department,	15 00
Incidental Fee, same to all,	1 00
Library Fee to all using Library,	1 00

Special.

Piano, under a Professor,	30 00
Piano, under a Lady Teacher,	25 00
Organ,	30 00
Private Vocal Lessons,	30 00
Violin,	30 00
Private Lessons in Harmony and Theory,	30 00
Mandolin and Guitar,	30 00
Harmony in Class,	5 00
Theory in Class,	5 00
Musical History and Lectures free.	
Use of instrument for practice two hours daily,	5 00
Use of instrument for practice each extra hour,	1 25
Class Elocution,	5 00
Private Elocution,	25 00
Greek in Class of five or more,	5 00
Art,	25 00
Laboratory fee, for Scientific Students *only*,	2 50
Diploma,	5 00

All of the above charges are made for a half-session, except the Physician's fee, which is for the entire session, or any part of it. The total charge, therefore, for a boarding pupil in Preparatory De-

partment for *the session* is $255, *and* the medical fee, making $260. If the pupil be in Collegiate Department, add $10, making $270. In all cases expenses for session are double the above charges, except that the Physician's fee is all paid on entrance.

By employing inferior teachers, and using an ordinary building without any modern improvements, and without any special equipment; by providing fewer comforts in the home department, and making no special provision for caring for pupils in case of sickness, the above charges could doubtless be reduced. But the best advantages and home comforts cannot be furnished at a lower price. The Institute does not hope or desire to do more than to maintain the school at its present high state of excellence.

The entering of a pupil in this Institute shall be deemed a formal and explicit contract for her to remain until the close of the school year. The institution obligates itself to furnish board, instruction, and all the advantages it offers *for the scholastic year*, while the patron upon his part, by entering his daughter, or ward, *obligates* himself to send her *for the entire session.* In no other way can a school without endowment be maintained, since all engagements with teachers, and other provisions for conducting the school must be made in advance for the entire year. Patrons can, therefore, understand why no portion of the fees will be refunded in case of withdrawal, unless such withdrawal is recommended or approved by the Institute physician on account of sickness.

The charges for first term are due on entrance; for second term, January 18th. Patrons who may find these terms inconvenient will be allowed to pay quarterly in *advance* (except the physician's fee, which is always payable on entrance), by applying to the President. The first quarterly payment for boarding pupil in Preparatory Department is $63.75 *and* physician's fee; in Collegiate Department $66.25 *and* physician's fee. Pupils matriculating during the first two weeks of the term are charged as from the first day; afterwards from date of entrance.

The physician's fee secures the services of a prominent Atlanta physician for the entire session, *except in cases of protracted or aggravated illness.* This arrangement is made entirely in the interest of our patrons. The Institute does not receive one cent of these fees, but pays the entire amount to the physician. The economy of the plan is seen in this that the attendance of the physician *for the session* is secured for an amount charged by an Atlanta physician for a *single* visit to Decatur.

No deductions for *any cause* will be allowed pupils withdrawing after the middle of the second term.

All drafts, checks and money orders should be made payable to F. H. Gaines, President.

Discounts.

When two or more boarding pupils are entered from the same family, a discount of five per cent. on their total bills is allowed.

General Information.

To ministers regularly engaged in their calling the following rates are given: Board, tuition in Literary Department, including heat, light, physical culture, for school year, $180.00.

Special studies, physician's fee and laundry at regular rates. Also regular incidental, library and medicine fee each $2.00 per session.

To ministers regularly engaged in their calling, who send their daughters as day pupils, a discount of ten per cent. will be given on tuition in Literary Department. Branches under the head *Special* at catalogue rates. Incidental and library fees of $2.00 each for the session will be charged as in other cases.

Patrons will notice that, with two exceptions, all discounts have been discontinued. This has been done because rates were already at cost.

Suggestions to Parents or Guardians.

The success of pupils in their school work depends largely upon the co-operation of the parents with the faculty. Parents or guardians who place their daughters in this school are understood to accept the conditions as defined in the catalogue.

Every expressed wish of parents is met so far as is consistent with the general good.

Parents will find it to the interest of their daughters to confer frankly with the President or Lady Principal concerning anything in the management of which complaint is made.

Parents are urgently requested not to interfere with the studies of their daughters by withdrawing them during the session to spend a week or so at

home. PARENTS ARE ALSO REQUESTED NOT TO WITHDRAW THEIR DAUGHTERS UNTIL AFTER COMMENCEMENT, EXCEPT FOR URGENT REASONS. Such withdrawals seriously interrupt the progress of the pupil, are positively injurious to the classes, and tend to distract the whole school.

Parents *cannot* give their daughters permission to do what is prohibited, nor to omit what is required by the rules of this Institute, and they apply alike to every inmate of the school.

Parents are requested to consult with the President or Lady Principal before excusing their daughters from examinations, or advising them to make any change in their course of study.

OUR TABLE IS ABUNDANTLY SUPPLIED WITH WHOLESOME FOOD, AND BOXES OF EATABLES ARE FORBIDDEN. PLACING BEFORE YOUR DAUGHTERS A TEMPTATION TO EAT RICH FOOD AT ALL HOURS IS A MOST EFFECTUAL MEANS OF DEFEATING ALL THE ENDS FOR WHICH THEY HAVE BEEN SENT TO US.

Pupils will not be allowed to go to Atlanta oftener than is absolutely necessary for shopping purposes, and then only when accompanied by a teacher.

Pupils are not allowed to receive callers on the Sabbath.

Visitors will not be received during school or study hours: 8:30 A.M. to 2 P.M., and 7 P.M. to 9 P.M.

Young gentlemen are not received unless they bring letters of introduction from parents or guardians to the President or Lady Principal, and then only at their discretion.

General Information.

Parents are expected to furnish lists of persons with whom they wish their daughters to correspond.

Money for books, music and incidental expenses cannot be advanced; a deposit of ten or fifteen dollars should be made at the beginning of each term, an itemized statement of the expenditure of which will be rendered.

Books, sheet music, art materials, etc., will be supplied to boarding pupils *only* at actual cost; day pupils are convenient to the book stores and must supply themselves.

Dentistry should be attended to before leaving for school.

Punctuality is indispensable to progress. If possible have your daughter present on the first day of school.

For repeated violations of the rules parents will be requested to take their daughters home.

The proper address for telegrams and letters is in care Agnes Scott Institute, Decatur, Ga.

All letters on business, concerning the admission or dismission of pupils, concerning any of the departments of instruction, concerning the general management and conduct of the institution, or application for catalogues, should be addressed to the President.

Remittances of money should be by post-office order, registered letter, New York draft, or express, to the President, Decatur, Ga., or payments may be made to him in person.

Letters concerning the pupils personally, progress in their studies, health, rooms, roommates, etc., should be addressed to the Lady Principal.

REGISTER OF PUPILS.

Name.	Parent or Guardian.	State.
Alexander, Lucile	Rev. J. H. Alexander,	Georgia.
Alexander, Ethel	Rev. J. H. Alexander,	Georgia.
Allison, Margaret D.	Rev. J. Y. Allison,	Louisiana.
Anderson, Lottie	J. P. Anderson,	Georgia.
Anderson, Essie M.	T. E. Anderson,	Georgia.
Anderson, Estelle	Mrs. F. H. Anderson,	Georgia.
Anderson, Dora	Clifford L. Anderson,	Georgia.
Arnold, Addie	W. B. Arnold,	Georgia.
Arnold, Nellie	W. B. Arnold,	Georgia.
Askew, Thyrza	Mrs. Laura E. Askew,	Georgia.
Ansley, Alice Mae	F. J. Ansley,	Georgia.
Ausley, Gertrude	J. C. Ausley,	Georgia.
Baker, Essie M.	B. H. Baker,	Georgia.
Barker, Mary	Mrs. Dora L. Barker,	Georgia.
Barker, Meta J.	Mrs. Dora L. Barker,	Georgia.
Barnett, Mary	Mrs. E. H. Barnett,	Georgia.
Barry, Mrs. R. E.	R. E. Barry,	Georgia.
Barry, Mae B.	R. E. Barry,	Georgia.
Barry, Ruth	R. E. Barry,	Georgia.
Bates, Mary	E. E. Bates,	Georgia.
Battey, Mary	G. M. Battey,	Georgia.
Baxter, Grace	A. L. Pitts,	Georgia.
Bethel, Sibyl	L. W. Bethel,	Florida.
Bidwell, Agnes	Mrs. C. B. Bidwell,	Georgia.
Binder, Lillie F.	F. H. Binder,	Georgia.
Booth, Margaret	Henry Booth,	Alabama.

Register of Pupils.

Name.	Parent or Guardian.	State.
Bowie, Jeannie P.	James P. Bowie,	Georgia.
Boyd, Addie	J. S. Boyd,	Georgia.
Braswell, Bonnie Lynn	W. W. Braswell,	Georgia.
Braswell, Clio B.	W. W. Braswell,	Georgia.
Braswell, Eloise	W. W. Braswell,	Georgia.
Brown, Myrtice S.	J. G. Brown,	Georgia.
Brown, Carrie E.	J. G. Brown,	Georgia.
Brown, Mattie L.	W. J. Brown,	Georgia.
Brown, Willie C.	W. J. Brown,	Georgia.
Bucher, Mary R.	R. A. Bucher,	Pennsylvania.
Bucher, Marion	J. C. Bucher,	Georgia.
Burwell, Fannie M.	Mrs. M. W. Burwell,	N. Carolina.
Caldwell, Amanda S.	Dr. J. L. Caldwell,	Arkansas.
Caldwell, Daisy	Mrs. E. E. Caldwell,	Georgia.
Caldwell, Laura B.	Mrs. E. E. Caldwell,	Georgia.
Calhoun, Nettie	W. L. Calhoun,	Georgia.
Calloway, Carrie C.	Mrs. J. C. Burnett,	Georgia.
Campbell, Stevie	J. A. Campbell,	Georgia.
Candler, Ruth	M. A. Candler,	Georgia.
Candler, Lucy	A. G. Candler,	Georgia.
Candler, Laura E.	C. M. Candler,	Georgia.
Candler, Rebekah	C. M. Candler,	Georgia.
Candler, Eliza	Mrs. Nellie Candler,	Georgia.
Carlton, Della	J. E. Carlton,	Georgia.
Chambers, Ina May	J. E. Chambers,	Georgia.
Chivers, Bernice	Mrs. R. M. Brown,	Georgia.
Cloud, Mrs. O. L.	O. L. Cloud,	Georgia.
Cohen, Mollie	O. E. Cohen,	Georgia.
Cole, Lucie,	Mrs. M. D. Cole,	Georgia.
Collier, Sarah	H. L. Collier,	Georgia.
Colmery, Lorine	J. S. Colmery,	Mississippi.
Cook, Mary E	Jas. F. Cook,	Virginia.

Name.	Parent or Guardian.	State.
Cotten, Corinne	Mrs. L. Cotten,	Georgia.
Cotten Margaret	Mrs. L. Cotten,	Georgia.
Cousins, Eugenia	Mrs. J. W. Cousins,	Georgia.
Cowles Maury Lee	C. A. Cowles,	Georgia.
Cox, Maud	L. F. Cox,	S. Carolina.
Cox, Eula	L. F. Cox,	S. Carolina.
Cox, Juliette	A. H. Cox,	Georgia.
Cox, Katherine	A. H. Cox,	Georgia.
Craig, Jeanette	W. C. Craig,	Mississippi.
Craig, Lena	W. L. Craig,	Georgia.
Crane, Virginia	B. S. Crane,	Georgia.
Crane, Georgia	B. S. Crane,	Georgia.
Cubbedge, Angie	E. W. Cubbedge,	Georgia.
Danner, Venetia N.	A. C. Danner,	Alabama.
Danner, Mary V.	A. C. Danner,	Alabama.
Daum, Anna	J. Daum,	Georgia.
Davant, Ethel	James S. Davant,	Tennessee.
Davis, Willibert	A. L. Hawes,	Georgia.
Davis, Rose S.	E. D. Davis,	Georgia.
Dennis, Lucile	J. L. Dennis,	Georgia.
Dowdell, Annie Kirk	Dr. A. G. Dowdell,	Alabama.
Duncan, Mary Lu	Mrs. R. P. Duncan,	Georgia.
Dunnington, Margaret	B., F. P. Dunnington,	Virginia.
Dunwody, Katie	J. D. Dunwody,	Georgia.
Du Pre, Ida	F. F. Du Pre,	Georgia.
Ehle, Cora Blanche,	W. F. Ehle,	Georgia.
Farnsworth, Clio McB.	Mrs. S. A. Taylor,	Georgia.
Farrar, Annie P.	Mrs. J. M. Farrar,	Georgia.
Fitzgerald, Mary I.	Mrs. T.C.Fitzgerald	Alabama.
Furlow, Eugenia B.	C. F. Furlow,	Georgia.
Gamble, Eulalie	R. L. Gamble,	Georgia.
Gammon, Rosa K.	W. M. Gammon,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Gash, Annie	F. L. Gash,	Georgia.
George, Louise	W. H. George,	Georgia.
Gill, Grace Ethel	W. C. Gill,	Georgia.
Gilmore, Nannie	S. D. Gilmore,	Georgia.
Glass, Dolores	C. R. Glass,	Alabama.
Goetchius, Marie	Dr. G. L. Goetchius,	Georgia.
Goetchius, Lucy	Dr. G. L. Goetchius,	Georgia.
Goss, Ruba	Dr. J. H. Goss,	Georgia.
Green, Lottie T.	Mrs. A. L. Green,	Georgia.
Green, Margaret	Dr. J. H. Green,	Georgia.
Green, Rebecca	Dr. J. H. Green,	Georgia.
Gress, Marie	G. V. Gress,	Georgia.
Hager, Alice	F. D. Hager,	Georgia.
Hall, Marion	G. C. Hall,	Georgia.
Hamilton, Ida C.	C. A. Hamilton,	Georgia.
Hamilton, Isabel	C. A. Hamilton,	Georgia.
Hannah, Grace	Dr. G. W. T. Hannah,	Georgia.
Harralson, Kate	Mrs. M. Harralson,	Georgia.
Harris, Bessie D.	I. P. Harris,	Georgia.
Harwell, Ruth	W. O. Harwell,	Alabama.
Heiskell, Maiden B.	Mrs. J. M. Heiskell,	Tennessee.
Hentchel, Annie	G. Hentchel,	Georgia.
Hervey, Annie	S. B. Hervey,	Mississippi.
Hervey, Ida	S. B. Hervey,	Mississippi.
Hill, Julia	T. P. Hill,	Georgia.
Hill, Patty	T. P. Hill,	Georgia.
Hill, Edna	T. P. Hill,	Georgia.
Hocker, Alice	W. A. Hocker,	Florida.
Howard, Mattie C.	J. W. Howard,	Georgia.
Hoyt, Fanny E.	J. P. Hoyt,	Connecticut.
Hull, Eliza	Joseph Hull,	Georgia.
Hunter, Susie	Mrs. L. K. Hunter,	Georgia.

Name.	Parent or Guardian.	State.
Hunter, Clifford	Mrs. L. K. Hunter,	Georgia.
Hunter, Jule B.	Mrs. L. K. Hunter,	Georgia.
Hunter, Eddie K.	Mrs. L. K. Hunter,	Georgia.
Hurt, Marietta	H. W. Flinn,	Tennessee.
Jarnagin, Mary B.	Mrs. A. W. Jarnagin	Tennessee.
Jewett, Mabel L.	Dr. H. R. Jewett,	Georgia.
Johnson, Maud	J. L. Johnson,	Georgia.
Johnson, Ruth	J. L. Johnson,	Georgia.
Johnson, Lois	J. L. Johnson,	Georgia.
Jones, Mary Elizabeth	H. C. Jones,	Georgia.
Jordan, Lizzie	Mrs. A. T. Gray,	Georgia.
Kelley, Pearl	J. T. Kelley,	Georgia.
Kerr, Laurene	J. S. C. Kerr,	Georgia.
Killian, Julia	Mrs. A. B. Killian,	Georgia.
King, Sarah Hull	C. W. King,	Georgia.
King, Lillian E.	George E. King,	Georgia.
Kingsberry, Rosa	C. S. Kingsberry,	Georgia.
Kirkpatrick, Mary E.	J. A. Kirkpatrick,	Alabama.
Kirkpatrick, Emma	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Kathleen	Mrs. K. W. Kirkpatrick,	Georgia.
Kirkpatrick, Lizzie W.	Mrs. K. W. Kirkpatrick,	Georgia.
Knox, Rosa Belle	Mrs. J. F. Rogers,	Georgia.
Kyser, Georgia	Dr. Geo. W. Kyser,	Alabama.
Lathrop, Lillie O.	E. S. Lathrop,	Georgia.
Lawton, Mabel E.	J. P. Lawton,	Georgia.
Lawton, Ethel C.	J. P. Lawton,	Georgia.
Lawton, Eulalie	J. P. Lawton,	Georgia.
Leslie, Sadie F.	Mrs. S. C. Leslie,	Alabama.
Lewis, Ruth	T. S. Lewis,	Georgia.
Mable, Katherine	Joel Mable,	Georgia.
Mable, Cleo	Joel Mable,	Georgia.
Mable, Cliff	Joel Mable,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
May, Edna N.	Maj. H. J. May,	Georgia.
Mandeville, Nellie	L. C. Mandeville,	Georgia.
Mason, Ethel	Mrs. M. A. Mason,	Georgia.
Mead, Florence	E. N. Mead,	Georgia.
Miller, Octavia	W. C. Miller,	Georgia.
Miller, Ollie May	W. C. Miller,	Georgia.
Mixon, Bessie	W. B. Sheppard,	Georgia.
Montgomery, Olivia	E. C. Montgomery,	Louisiana.
Morrisette, Carrie	F. S. Morrisette,	Alabama.
McArthur, Elizabeth	————	Georgia.
McClain, Loula	T. B. McClain,	S. Carolina.
McClelland, Katie	Mrs. E. A. McClelland	Georgia.
McClellan, Marianne	J. G. McClellan,	Georgia.
McCleskey, Lillian	J. R. McCleskey,	Georgia.
McConnell, Clare L.	N. O. NcConnell,	Georgia.
McDaniel, Maude	————	Georgia.
McGill, Lillian	Daniel McGill,	Georgia.
McGinnis, Frankie	C. B. McGinnis,	Georgia.
McLendon, Sallie	J. S. McLendon,	Georgia.
McMillan, Lettie	W. B. McMillan,	N. Carolina.
McPhaul, Jennie B.	J. G. McPhaul,	Georgia.
Nash, Lois,	S. S. Nash,	Georgia.
Norman, Mollie	Mrs. Mary Norman,	Alabama.
Oliver, Sallie G.	D. Oliver,	Alabama.
O'Neal, Luelle	Mrs. C. O'Neal,	Georgia.
Parry, Sadie	H. L. Parry,	Georgia.
Patton, Clemmie	J. G. Patton,	Georgia.
Patton, Anna	J. G. Patton,	Georgia.
Patty, Katherine	H. M. Patty,	Georgia.
Payne, Mary E.	Miss A. E. Payne,	Georgia.
Penniman, Ellen F.	W. F. Penniman,	Georgia.
Perry, Rose	R. J. Perry,	Florida.

Name.	Parent or Guardian.	State.
Ponder, Clyde	Mrs. M. I. Ponder,	Alabama.
Ponder, Mabel	Mrs. M. I. Ponder,	Alabama.
Ragsdale, Louise	W. M. Ragsdale,	Georgia.
Ramspeck, Evelyn	T. R. Ramspeck,	Georgia.
Ramspeck, Charlotte	T. R. Ramspeck,	Georgia.
Ramspeck, Jean	G. A. Ramspeck,	Georgia.
Rankin, Valeria	Mrs. F. L. Rankin,	Georgia.
Rich, Rose	Daniel Rich,	Georgia.
Robins, Ezra	J. Robins,	Alabama.
Robinson, Lola	C. T. Robinson,	Alabama.
Rogers, Willie Mae	W. A. Rogers,	Georgia.
Rogers, Louise	A. L. Rogers,	Georgia.
Routzahn, Madeline	Mrs. A. G. Whitehead	Georgia.
Sams, Julia Dagmar	H. D. D. Sams,	Georgia.
Scales, Harriet	H. P. Scales,	Georgia.
Schaefer, Hilda	E. Schaefer,	Mississippi.
Scott, Bessie H.	G. W. Scott,	Georgia.
Scott, Louise	G. B. Scott,	Georgia.
Seay, Amy	Mrs. C. D. Seay,	Alabama.
Shipp, Miss M. L.	————	Georgia.
Showalter, Tenney	A. G. Showalter,	Georgia.
Smith, Bessie C.	Mrs. T. E. Smith,	Georgia.
Smith, Clara May	P. F. Smith,	Georgia.
Smith, Lilla A.	J. B. Smith,	Georgia.
Smith, Alice G.	S. S. Smith,	Georgia.
Smith, Henrietta	S. S. Smith,	Georgia.
Snook, Harriet	P. H. Snook,	Georgia.
Stevens, Annie M.	E. H. Stevens,	Georgia.
Strong, Daisy	Mrs. C. G. Strong,	S. Carolina.
Stubbs, Edna	Mrs. E. C. Stubbs,	Georgia.
Subers, Olga	W. C. Subers,	Georgia.
Swanton, Eleanor	Mrs. J. B. Swanton,	Georgia.

Register of Pupils.

Name.	Parent or Guardian.	State.
Tarver, Lucia H.	W. B. Tarver,	Alabama.
Tate, Eva N.	S. C. Tate,	Georgia.
Thomson, Lucy	John Thomson,	Florida.
Thomson, Edith	W. S. Thomson,	Georgia.
Thornton, Wayne	J. F. Hirt,	Tennessee.
Thornton, Genie	J. M. Thornton,	Alabama.
Tilley, Mattie L.	J. S. A. Tilley,	Georgia.
Trotti, Annie E.	Mrs. E. E. Trotti,	Georgia.
Tuggle, Mamie	J. P. Tuggle,	Georgia.
Vereen, Jennie	W. C. Vereen,	Georgia.
Vereen, Jessie	W. C. Vereen,	Georgia.
Watson, Agnes	Thomas E. Watson,	Georgia.
Weatherbe, Annie L.	J. S. Weatherbe,	Minnesota.
Wesley, Emma	R. J. Wesley,	Georgia.
Wesley, Rusha	R. J. Wesley,	Georgia.
Westberry, Florine	J. S. Westberry,	Georgia.
Whitehead, May	James Whitehead,	Georgia.
Williams, Cora A.	R. Williams,	Georgia.
Williams, Juliette	W. F. Williams,	Georgia.
Williams, Edith	———	Georgia.
Winn, Emily A.	P. P. Winn,	Georgia.
Winn, Nannie	J. J. Winn,	Alabama.
Wright, Mattie W.	Dr. T. R. Wright,	Georgia.
Young, Susan	Dr. S. Young,	Georgia.
Young, Bessie E.	Dr. S. Young,	Georgia.

Boarding Pupils	98
Day Pupils	145
Total	243

Summary by States.

Georgia	196	Tennessee	2
Alabama	21	Virginia	2
Florida	7	Arkansas	1
South Carolina	4	Pennsylvania	1
Mississippi	3	Connecticut	1
North Carolina	2	Minnesota	1
Louisiana	2		

Classification of Pupils.

Collegiate Department.

Bible Course	43	Greek	2
Blaikie's Bible Hist.	26	Latin	39
English	93	Philosophy	26
Composition	84	Pedagogy	13
French	43	History	77
German	24	Civil Government	4
Mathematics	54	Science	59
Elocution	17	Art	16
Private Elocution	6		

Primary and Preparatory Departments.

Arithmetic	117	Latin	48
Algebra	45	Reading	44
Bible	113	Science	49
Composition	106	Spelling	166
English	118	Writing	104
French	12	Physical Culture	101
Geography	56	Drawing	88
History	87		

Department of Music.

Piano	88	Violin	3
Voice	26	Harmony	19

Total, 136.

GRADUATES.

Session 1893.

Scientific Course—

Mary Josephine Barnett ..... Atlanta, Ga.
*Mary Mack ..... Fort Mill, S. C.

Session 1894.

Classical Course—

†Mary Mel Neel ..... Griffin, Ga.

Session 1895.

Classical Course—

Florence Olivia McCormick ..... Bessemer, Ala.
Orra Hopkins ..... Warm Springs, Va.
Sallie Allen Watlington ..... Dayton, Ala.
Winifred Quarterman ..... Marlow, Ga.
Margaret F. Laing ..... Atlanta, Ga.
Anna Irwin Young ..... Atlanta, Ga.

Session 1896.

Classical Course—

Martha Edwards Cardozo ..... Lunenburg, Va.
Mary Ethel Davis ..... Decatur, Ga.
Olive Laing ..... Atlanta, Ga.
Mary Ramsey Strickler ..... Richmond, Va.

Scientific Course—

‡Leonora Augusta Edge ..... Beuna Vista, Ga.

*Mrs. Benjamin Ardrey.
†Mrs. W. J. Kendrick.
‡Mrs. T. L. Williams.

Session 1897.

Scientific Course—

Caroline Haygood ..... Atlanta, Ga.
Lillie Wade Little ..... Macon, Ga.
Cora Strong ..... Walhalla, S. C.

Literary Course—

Julia Palmer Whitfield ..... Monticello, Fla.

Session 1898.

Classical Course—

Mary Eugenia Mandeville ..... Carrollton, Ga.

THE ANNUAL.

This is a handsomely printed and illustrated publication gotten out by the student body, entitled *Aurora*. Besides much interesting historical matter, it gives a full representation of student life at Agnes Scott in its various phases.

NEEDS OF THE INSTITUTE.

The institute was founded for a great purpose; *The Glory of God in the Higher Christian Education of Woman*. For the accomplishment of this purpose more than $125,000.00 has been contributed in grounds, buildings, equipment and support. But the advance in female education has been so great in recent years that now equally as fine advantages are demanded for our daughters as for our sons. If this institution is to meet this demand, and most fully and successfully accomplish

the great purpose for which it was founded, it yet has great needs.

Some of these are:

1. An Additional Building.—There is now urgent need for a new building which would supply larger chapel, art studio, library, gymnasium and additional dormitories.

2. Endowment.—At present the institute has no endowment. There are many reasons why this is needed. It is needed to secure and retain the best teachers; to keep up the buildings and equipment; to provide suitable library and apparatus; to guard against contingencies; to offer the best advantages at a minimum cost; to insure the highest efficiency and permanency of the Institute. This endowment may be made either by a general endowment fund to be used for the Institute at the discretion of the Board of Trustees, or by endowing professorships or scholarships.

3. Scholarships.—We often have applications from worthy young women for aid in securing an education. While we are always glad to do what we can our ability is limited. There is great need both for endowed scholarships and annual scholarships. The sum of $5,000.00 will endow a scholarship for a boarding pupil; or $1,000.00 for a day pupil. The sum of $250.00 will procure a scholarship for a boarding pupil for one year; or $50 for a day pupil.

Any who may desire to aid in this great work are requested to correspond with the President.

Form of Bequest or Devise.

The Agnes Scott Institute is a corporation created by, and existing under, the laws of the State of Georgia, and a proper form of bequest would be as follows:

"To The Agnes Scott Institute, I give and bequeath the sum of ---------- Dollars, (or I devise a certain tract or parcel of land, etc.,) to be used by the Trustees for the use of said Institute, as provided for in its charter."

The Alumnae Association.

During the Commencement of 1895, the Agnes Scott Alumnæ Association was organized. The object of the Association is to strengthen the interest of those who have been connected with the school in each other and in the Institute, to place them in a helpful relation toward it, and to arouse and quicken interest in Christian education. For three successive years a day pupil has been maintained in school by the Alumnæ, and during the past year over two hundred dollars have been collected by them toward the establishment of a permanent scholarship fund. By securing small contributions from a great number it is hoped that the interest, sympathy and prayers of many will be enlisted for those who would otherwise be unable to secure an education.

Donations to the fund will be gratefully received, sacredly guarded and faithfully used.

Any money for this cause will be received and receipted for by the President of the Institution.

INDEX.

Admission 13
Agnes Scott Institute 11
Annual 107
Alumnæ Association 109
Ancient Languages, School of 35
Art, Department of 61
Board of Trustees 5
Blue List 64
Buildings 71
Bible, School of 28
Calendar 10
Classification of Pupils 105
Certificates 65
Collegiate Department 15
Courses of Study 42
Courses of Study, Tabular Statement of . 43
Charges 89
Diplomas 65
Elocution 63
Examinations 64
English, School of 15
Entrance to Advanced Classes 14
General Information 68
Graduates 106
History, School of 30
Health and Physical Training 76
Institute Home 75
Library and Reading-room 80
Location 68
Mathematics, School of 19
Modern Languages, School of 39

Music, School of 54
Piano 55
Organ 55
Violin 56
Voice Culture 56
Mandolin and Guitar 57
Theory 58
Harmony 58
Musical Science 58
History of Music 58
Certificates 59
Literary Course, with Music as an Elective 60
Needs of the Institute 107
Officers and Instructors 6
Object of the Institute 12
Outfit 76
Philosophy, School of 33
Preparatory Department 48
Primary Department 52
Physical Culture 79
Physical and Biological Sciences, School of 21
Reading Courses for '99–'00 18
Reports 64
Religious Features 88
Register of Pupils 97
Schedule of Recitations 47
Scholarships and Medals 65
Scholarships 87
Societies 84
Special Students 14
Suggestions to Parents 94
Trained Nurse 79